



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Felix Varela Senior High School

15255 SW 96TH ST

Miami, FL 33196

305-752-7900

<http://www.varelahs.com/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 72%
Alternative/ESE Center No	Charter School No	Minority Rate 91%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Felix Varela Senior High Schl

Principal

Nery Fins P

School Advisory Council chair

Rodolfo Sanchez

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

Name	Title
Nery Fins	Principal
Wendy Barnett	Assistant Principal of Curriculum
Marina Rogers	Language Arts Department Chair
Catherine Sanabria	Math Department Chair
Rodolfo Sanchez	ELL Department Chair
Charlotte Stewart	Reading Department Chair
Danny Reyes	Social Science Department Chair
Vilaida Del Rio	ESE Program Specialist
Gracian Casas	Technology Specialist
Madeline Yero	Student Services Department Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -Nery Fins, Assistant Principal -Wendy Barnett, UTD Steward –Pablo Gomez,
 Teachers – Catherine Laroche, Rodolfo Sanchez(EESAC Chair), Paulette Atkinson, Nick Oehm, Raisa Francisco, Carlos Escobar (alternate), Daniel Alvarez (alternate)
 Parents –Daniel Acevedo, Ingrid Ferguson, Don Kearns, Sayda Viguerras, Lissett Del Rosario, Adriana Camacho, Lorraine Real, Gladys Reyes (alternate)
 Educational support - Sharon Coleman, Ada De La Cruz (alternate)

Post-Secondary -Sue Giorgi
 Student –Naileth Soto, Alejandra Dieguez

Involvement of the SAC in the development of the SIP

The School Advisory Council meets the third Friday of each month throughout the year. The School Advisory Council (SAC) makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body of the plan. The SAC discusses issues and concerns brought forth by stakeholders.

Activities of the SAC for the upcoming school year

The School Improvement Plan (SIP) will be discussed at all SAC meetings. Stakeholders will have the opportunity to evaluate whether or not the components are being implemented. Data from both formal and informal assessments will be shared in order to determine if the components of the SIP are being effective or adjustments need to be made. Student progress will be monitored via monthly and quarterly assessments. The Literacy Leadership Team (LLT) and the Multi-Tiered System of Support Team (MTSS) will meet regularly to address instructional strategies and to insure that student’s needs are being addressed.

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

The School Advisory Council will continue to support the the goals delineated in the SIP to improve student achievement. Funds will be allocated based on need and approved by ESSAC. The ESSAC presently has specific projected use of funds, and procedures will be adhered to as needs arise. Provide incentives for students with improved attendance.

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:

Nery Fins P

Principal

Years as Administrator: 10

Years at Current School: 14

Credentials

Bachelor of Science-English Education from Florida International University
 Master of Science- English Education from Florida International University.
 Specialist in Education

Performance Record

2013 – School
 Grade – Pending
 Rdg. Proficiency, 61%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –
 Math AMO–
 2012 – School Grade-A
 Rdg. Proficiency, 55%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2011 – School Grade-A
 High Standards Rd , 46 points
 High Standards Math, 79 points
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 55 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2010- School Grade-A
 High Standards Rd , 46 points
 High Standards Math, 79 points
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 55 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2009-School Grade-C
 High Standards Rd , 45 points
 High Standards Math, 75 points
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 76 points

Rdg. Imp. of Lowest 25% - 49 points
Math Imp. of Lowest 25% -67 points
Rdg. AMO -N/A
Math AMO-N/A

Wendy Barnett

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelor of Science- English Education from Florida State University

Master of Science- Educational Leadership from Nova Southeastern University

Performance Record

2013 – School Grade – Pending

Rdg. Proficiency, 61 %

Math Proficiency, 60 %

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest % - 71 points

Math Imp. of Lowest 25%- 63points

Rdg. AMO –

Math AMO –

2012 – School Grade-A

Rdg. Proficiency, 55%

Math Proficiency, 55%

Rdg. Lrg. Gains, 64 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 75 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO –N/A

Math AMO–N/A

2011 – School Grade-A

High Standards Rd , 46 points

High Standards Math, 79 points

Rdg. Lrg. Gains, 52 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% - 55 points

Math Imp. of Lowest 25% - 71 points

Rdg. AMO –N/A

Math AMO–N/A

2010- School Grade-A

High Standards Rd , 49 points

High Standards Math, 78 points

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 78 points

Rdg. Imp. of Lowest 25% - 53 points

Math Imp. of Lowest 25% -68 points

Rdg. AMO –N/A

Math AMO–N/A

2009-School Grade-C

High Standards Rd , 45 points

High Standards Math, 75 points

Rdg. Lrg. Gains, 51 points

Math Lrg. Gains, 76 points

Rdg. Imp. of Lowest 25% - 49 points

Math Imp. of Lowest 25% -67 points

Rdg. AMO –N/A
Math AMO–N/A

Tatiana De Miranda

Asst Principal

Years as Administrator: 19

Years at Current School: 3

Credentials

Bachelor of Science- Social Studies Education from Florida International University
 Masters of Science- Educational Leadership from Nova Southeastern University

Performance Record

2013 – School Grade – Pending
 Rdg. Proficiency, 61%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 72points
 Math Lrg. Gains, 67points
 Rdg. Imp. of Lowest % - 71 points
 Math Imp. of Lowest 25%-63 points
 Rdg. AMO –
 Math AMO –
 2012 – School Grade-A
 Rdg. Proficiency, 55%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2011 – School Grade-A
 High Standards Rd , 76 points
 High Standards Math,69 points
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 83 points
 Math Imp. of Lowest 25% - 64 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2010- School Grade-A
 High Standards Rd , 49 points
 High Standards Math,78 points
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 84 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2009-School Grade-A
 High Standards Rd , 73 points
 High Standards Math,78 points
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 80 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% -78 points

Rdg. AMO –N/A
Math AMO–N/A

Angela Holbrook

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelor of Science- Science Education from Florida International University

Master of Science- Curriculum and Instruction from Florida International University

Specialist in Ed Leadership from Nova University

Performance Record

2013 – School Grade – Pending

Rdg. Proficiency, 61%

Math Proficiency, 60%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest % - 71points

Math Imp. of Lowest 25%-63 points

Rdg. AMO –

Math AMO –

2012 – School Grade-A

Rdg. Proficiency, 55%

Math Proficiency, 55%

Rdg. Lrg. Gains, 64 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 75 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO –N/A

Math AMO–N/A

2011 – School Grade-A

High Standards Rd , 76 points

High Standards Math,93 points

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 89 points

Rdg. Imp. of Lowest 25% - 59 points

Math Imp. of Lowest 25% - 85 points

Rdg. AMO –N/A

Math AMO–N/A

2010- School Grade-A

High Standards Rd , 72 points

High Standards Math,84 points

Rdg. Lrg. Gains, 68 points

Math Lrg. Gains, 79 points

Rdg. Imp. of Lowest 25% - 59 points

Math Imp. of Lowest 25% - 63 points

Rdg. AMO –N/A

Math AMO–N/A

2009-School Grade-N/A

High Standards Rd , N/A

High Standards Math,N/A

Rdg. Lrg. Gains, N/A

Math Lrg. Gains, N/A

Rdg. Imp. of Lowest 25% - N/A

Math Imp. of Lowest 25% -N/A
Rdg. AMO -N/A
Math AMO-N/A

Adrian Sanchez

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelor of Science-Exceptional Student Education (All Levels),
Middle Grades Mathematics,
Specialist Degree in Education with Major in Educational
Leadership (All Levels)

Performance Record

2013 – School Grade – Pending

Rdg. Proficiency, 61%

Math Proficiency, 60%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest % - 71 points

Math Imp. of Lowest 25%- 63points

Rdg. AMO –

Math AMO –

2012 – School Grade-A

Rdg. Proficiency, 52%

Math Proficiency, 57%

Rdg. Lrg. Gains, 68 points

Math Lrg. Gains, 56 points

Rdg. Imp. of Lowest 25% - 72 points

Math Imp. of Lowest 25% - 49 points

Rdg. AMO –N/A

Math AMO–N/A

2011 – School Grade-A

High Standards Rd , 48 points

High Standards Math, 77 points

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% - 58 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –N/A

Math AMO–N/A

2010- School Grade-A

High Standards Rd , 48 points

High Standards Math, 80 points

Rdg. Lrg. Gains, 56 points

Math Lrg. Gains, 80 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% -69 points

Rdg. AMO –N/A

Math AMO–N/A

2009-School Grade-B

High Standards Rd , 49 points

High Standards Math, 75 points

Rdg. Lrg. Gains, 59 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% - 56 points

Math Imp. of Lowest 25% -71 points

Rdg. AMO –N/A
 Math AMO–N/A

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

145

receiving effective rating or higher

145, 100%

Highly Qualified Teachers

68%

certified in-field

98, 68%

ESOL endorsed

37, 26%

reading endorsed

15, 10%

with advanced degrees

69, 48%

National Board Certified

15, 10%

first-year teachers

6, 4%

with 1-5 years of experience

12, 8%

with 6-14 years of experience

62, 43%

with 15 or more years of experience

65, 45%

Education Paraprofessionals**# of paraprofessionals**

18

Highly Qualified

18, 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 following strategies will be supervised by the administrative team.

1. Networking with other schools to recruit personnel
2. Placement of student classroom observers and interns
3. Regular meetings with new teachers
4. Participation in the Mentoring and Induction for New Teachers (MINT) Program

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

The mentee will be paired with a mentor within their academic department. A mentor teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, and/or a MINT certified site-based mentor. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and provide feedback and coaching.

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 following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavior data to evaluate progress in order to address the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

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

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular grade level team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Hold Tier 2 problem solving monthly meetings to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.

3. Select students following SST guidelines for SST Tier 3 intervention.

The MTSS Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the MTSS Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

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

Tier 1 (Leadership Team)

- Nery Fins, Principal- will ensure that the school-based team is implementing MTSS.
- Wendy Barnett, Assistant Principal of Curriculum- will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
- Marina Rogers, LA Department Chair; Catherine Sanabria, Math Department Chair; Rodolfo Sanchez, ELL Department Chair; Charlotte Stewart, Reading Chair; Danny Reyes, Social Science Chair- will provide information about core instruction, participate in student data collection, deliver instruction/ intervention, collaborate with other staff to implement interventions, and integrate FCAT/AP/PSAT/SAT/ CELLA materials/instruction with classroom activities.
- Vilaida Del Rio, Exceptional Student Education Program Specialist- will participate in student data collection, integrate core instructional activities/materials into cross-disciplinary instruction, provide the necessary accommodations, and collaborate with general education teachers through such activities as co-teaching and inclusion models.
- Charlotte Stewart, Reading Chair and Literacy Team- will develop, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. In addition, the Reading Department Chair identifies systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies, assists with the whole school screening programs that provide

early intervening services for students considered to be “at risk,” supports in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

- Gracian Casa, Technology Specialist will develop and implement technology necessary to manage and display data, provide professional development and technical support to teachers and staff regarding data management and display in Edusoft Data Management Software.
- Madeline Yero, Student Services Department Chair - will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families to support the student’s academic, emotional, behavioral, and social success.

Tier 2

Wendy Barnett, Assistant Principal of Curriculum; Marina Rogers, LA Department Chair; Catherine Sanabria, Math Department Chair; Rodolfo Sanchez, ELL Department Chair; Charlotte Stewart, Reading Chair; Danny Reyes, Social Science Chair – will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

Tier 3

Wendy Barnett, Assistant Principal of Curriculum; Marina Rogers, LA Department Chair; Catherine Sanabria, Math Department Chair; Rodolfo Sanchez, ELL Department Chair; Charlotte Stewart, Reading Chair; Danny Reyes, Social Science Chair, and parent/guardian– will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and interventions.

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team meets bi-weekly to discuss data, instructional strategies and ensures all of the set forth plans are being implemented and monitored. The development of the SIP allows for a clear expectation for instruction (Rigor, Relevance, Resources) and facilitates the development of a systematic approach to teaching such as: Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing, and aligns processes and procedures being implemented and monitored.

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

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

1. Academic

- FAIR assessment
- Interim assessments
- Reading Plus
- FCAT
- CELLA
- Achieve 3000
- Data Management System- Edusoft
- School site specific assessments

2. Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include:

1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns.

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: 4,680

Implement tutoring during and after school 2 times per week utilizing Ladder to Success Coach, Florida Standard Base Instruction Supplemental material to further enrich reading application skills.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class; as well as assessments. Teachers also use the progress reports available through Achieve 3000, Reading Plus, and Jamestown Navigator to monitor progress and guide instruction.

Who is responsible for monitoring implementation of this strategy?

MTSS Leadership Team reviews tutoring schedules, logs, and data reports on a monthly basis to make sure students are making adequate progress.

Strategy: Weekend Program

Minutes added to school year: 800

Implement EOC Saturday tutoring sessions

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class; as well as assessments.

Who is responsible for monitoring implementation of this strategy?

MTSS Leadership Team reviews tutoring schedules, logs, and data reports on a monthly basis to make sure students are making adequate progress.

Strategy: Before or After School Program

Minutes added to school year: 2,400

Implement Title III Supplemental Tutoring Academy.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class; as well as assessments. Teachers also use the progress reports available through Achieve 3000, Reading Plus, and Jamestown Navigator to monitor progress and guide instruction.

Who is responsible for monitoring implementation of this strategy?

MTSS Leadership Team reviews tutoring schedules, logs, and data reports on a monthly basis to make sure students are making adequate progress.

Strategy: Weekend Program

Minutes added to school year: 900

Implement Academic Cross-Fit tutoring once a month.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class; as well as assessments.

Who is responsible for monitoring implementation of this strategy?

MTSS Leadership Team reviews tutoring schedules, logs, and data reports on a monthly basis to make sure students are making adequate progress.

Literacy Leadership Team (LLT)

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

Name	Title
Nery Fins	Principal
Wendy Barnett	Assistant Principal of Curriculum
Adrian Sanchez	Assistant Principal
Tatiana De Miranda	Assistant Principal
Angela Holbrook	Assistant Principal
Anadalia Mendoza	Magnet Department Chair
Madelyn Rodriguez	SCSI Coordinator
Agnes Pagan	Media Specialist
Carlos Escobar	AP Coordinator
Marina Rogers	Language Arts Department Chair
Catherine Sanabria	Math Department Chair
Esther Fernandez	World Languages Department Chair
Rodolfo Sanchez	ELL Department Chair
Charlotte Stewart	Reading Department Chair
Danny Reyes	Social Science Department Chair
Teresa Casal	Science Department Chair

How the school-based LLT functions

The principal will communicate, clarify and monitor the roles of the Literacy Leadership Team members to ensure the implementation of District mandates. The principal will select team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team. The purpose of the LLT is to create capacity of reading knowledge within the school building and focus on

areas of literacy concern across the school. They will perform all the necessary functions for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. The LLT team meets at least once a month to improve literacy instruction across the curriculum.

Major initiatives of the LLT

The Literacy Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The initiatives may include modeling effective strategies for teachers, providing professional development, facilitate the use of differentiated instruction, teaching how to monitor student progress, and analyzing student data in accordance with the District's CRRP.

Every Teacher Contributes to Reading Instruction

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

At Felix Varela Senior High School, all teachers are instructors of reading. This responsibility of teaching Reading has always been a major focus at FVSHS. Trainings have been held and more are planned to assist teachers in becoming teachers of Reading. The Reading Department Chair has facilitated many in-services and faculty meeting sessions that cover a gamut of Reading areas- from benchmark unwrapping to clustering. Due to the fact that high school teachers are specialized in content areas, some teachers may not have had the opportunity to participate in reading professional development. Therefore, content area teachers will participate in reading workshops which provide them with strategies to infuse within the content curriculum. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum through data chats, data analysis and sign in logs.

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

Felix Varela offers to all incoming freshman the opportunity of being in an academy of their choice. Each academy involves internships, mentorships and other options that allow students to see the relevance of their course of study in terms of "real life." The Career Academies include Health Science, Information Technology, and Communications. Additionally, Felix Varela Senior High School offers three Magnet Programs that align with student interests. The three magnet programs consist of Global Studies, Veterinary Science, and iPrep. Each of these programs allows students to participate in internship programs. All internship programs align with student interests which are relevant to their future. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.

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

Felix Varela supports the Secondary School Reform, Articulation, Transition, and Orientation to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Varela's Student Services Department provides each student with a one-on-one conference during the subject selection process. Additionally, in order to keep parents involved and informed,

Varela's Administration requires all subject selection forms to be reviewed and approved by a parent/guardian.

Strategies for improving student readiness for the public postsecondary level

Teachers will attend workshops to maintain current knowledge on exam content; teachers will obtain industry certification where appropriate.

Teachers will implement baseline, practice and/or readiness exams or activities throughout instruction to ensure progress.

Students will attend after-school tutoring to prepare for certification exams; student success on practice exams will be evaluated and areas of weakness will be retaught.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	61%	Yes	65%
American Indian				
Asian	65%	76%	Yes	69%
Black/African American	53%	61%	Yes	57%
Hispanic	60%	60%	Yes	64%
White	68%	66%	Yes	72%
English language learners	33%	25%	Yes	39%
Students with disabilities	48%	29%	No	53%
Economically disadvantaged	57%	56%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	480	29%	33%
Students scoring at or above Achievement Level 4	526	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	46%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	169	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	110	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	109	36%	42%

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.		72%	75%

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	593	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		46%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	60%	Yes	50%
American Indian				
Asian	47%	67%	Yes	52%
Black/African American	43%	58%	Yes	49%
Hispanic	43%	59%	Yes	48%
White	53%	67%	Yes	58%
English language learners	38%	44%	Yes	44%
Students with disabilities	33%	24%	No	40%
Economically disadvantaged	42%	57%	Yes	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	56%
Students scoring at or above Level 7		[data excluded for privacy reasons]	8%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		63%	67%

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.		56%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	36%	39%
Students scoring at or above Achievement Level 4	81	13%	14%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	30%	33%
Students scoring at or above Achievement Level 4	225	27%	28%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	44%
Students scoring at or above Level 7		[data excluded for privacy reasons]	2%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	371	42%	45%
Students scoring at or above Achievement Level 4	231	26%	27%

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)	15		13
Participation in STEM-related experiences provided for students	150	45%	47%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	337	11%	12%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		90%	92%
Students taking one or more advanced placement exams for STEM-related courses	173	51%	52%
CTE-STEM program concentrators	8		47
Students taking CTE-STEM industry certification exams	18	97%	98%
Passing rate (%) for students who take CTE-STEM industry certification exams		95%	96%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	856	27%	28%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	337	11%	12%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		90%	92%
Students taking CTE industry certification exams	207	24%	25%
Passing rate (%) for students who take CTE industry certification exams		95%	96%
CTE program concentrators	8	100%	100%
CTE teachers holding appropriate industry certifications	7	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	355	11%	9%
Students in ninth grade with one or more absences within the first 20 days	115	16%	14%
Students in ninth grade who fail two or more courses in any subject	204	24%	22%
Students with grade point average less than 2.0	509	17%	15%
Students who fail to progress on-time to tenth grade	4	0%	0%
Students who receive two or more behavior referrals	1117	36%	34%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	735	22%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	51	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)	561	83%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	104	80%	82%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	704	83%	85%

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

Felix Varela Senior High believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in school educational planning and operations.

- The number of parent engagement opportunities offered in the school year will increase by 2%
- The number of parents in attendance at parent engagement opportunities will increase by 2%
- The percent of parents who participated in parent engagement opportunities will increase by 2%
- The percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities will increase by 2%

Parents do not update information once they move or change their contact information. Thus, the information on ISIS is outdated and inaccurate. Time and job pressure keeps parents from attending school functions.

- Host events at varied times to include morning and evening events, enabling parents to participate and become involved in school activities.
- Teachers will utilize telephone calls and emails to contact parents.
- Display hard copies of parent flyers and information of events in the school’s main office and also in the Parent Resource Center for parents to view.
- Keep parents informed through various sources such as parent letters, flyers, Connect Ed messages, posting on the school’s Webpage, progress report and report cards, informational letters that go along with instructional software and how to implement it at home, FAIR reports, Reading Plus reports, FCAT results and data interpretations provided by the State’s Department of Education.
- Provide opportunities for the participation of parents with limited English proficiency and parents with disabilities through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services as needed and assistance upon request for those parents.

Teachers, Department Chairpersons, and Administration will monitor the above mentioned strategies. Communication Logs, sign in sheets and meeting agendas will be collected each grading period and contact data will be analyzed.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Average number of parents in attendance at parent engagement opportunities	1331	42%	44%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Our goal for the 2013-14 school year is to increase student performance on the FCAT 2.0 by four percentage points, from 61% to 65%.

- G2.** Our goal for 2014 is to increase the number of students scoring college ready on the Post-secondary Education Readiness test (P.E.R.T) or any college placement test by three percentage points, from 72% to 75%.

- G3.** Our goal for the 2013-2014 is to increase the percentage of students scoring at 3.5 or higher in the 2014 FCAT Writing Test by three percentage points, from 73% to 76%.

- G4.** Students participating in the 2014 FCAT 2.0 will increase their score by 2% from the previous year.

- G5.** Our goal for the 2013-2014 is to increase the percentage of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) by 4 percentage points, from 56% to 60%.

- G6.** Our goal for the 2013-2014 is to increase student achievement on the Algebra 1 EOC by three percentage points, from 36% to 39%.

- G7.** Our goal for 2013-2014 is to increase student achievement on the Geometry EOC by three percentage points, from 30% to 33%.

- G8.** Our goal for the 2013-2014 school year is to increase student achievement on the Biology EOC by three percentage points, from 42% to 45%.

- G9.** Our goal for 2014 is to increase the percentage of students scoring levels 4, 5, and 6 in science in the Alternate Assessment by four percentage points from previous year.

- G10.** Our goal for 2013-2014 is to increase the opportunities for STEM applied learning by increasing the opportunities for students to participate in CTSO career and technical skills competitions, from 7.5% to 13%.

- G11.** Our goal for 2013-2014 for students taking the CTE exams is to increase student achievement in Senior High School Career and Professional Education (CAPE) academies by two percentage points, from 90% to 92%.

- G12.** Our goal for the 2013-2014 school year is to increase student performance on the U.S. History EOC by 3%.

- G13.** Our goals for 2013-2014 for High School Indicators are to reduce the number of truant students by 2%, the number of students not progressing on time by 2% and the number of students with behavior referrals by 2%.

- G14.** Our goal for 2013-2014 is to increase the graduation rate by 2 percentage points, from 83% to 85%.

- G15.** Our goals for 2013-2014 for Parental Involvement are the following: The number of parent engagement opportunities offered in the school year will increase by 2%. The number of parents in attendance at parent engagement opportunities will increase by 2%

Goals Detail

G1. Our goal for the 2013-14 school year is to increase student performance on the FCAT 2.0 by four percentage points, from 61% to 65%.

Targets Supported

Resources Available to Support the Goal

- Reading Plus
- Jamestown Navigator
- Achieve 3000
- Smart Boards
- C-Palms
- Ladders to Success Coach
- Florida Standard Base Instruction Supplemental Materials
- Pert Practice Tests, ACT/SAT/PSAT Practice tests
- District Assessments
- Real World Documents
- Websites and Online Databases
- USA Today
- Media Specialist
- Graphic Organizers and Other Visuals

Targeted Barriers to Achieving the Goal

- Barrier for AMO-SWD, student achievement at 29%. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 was Reporting Category 1- Vocabulary and Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.
- Barrier for FCAT 2.0 Students scoring at Achievement Level 3, student achievement at 29%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 1- Vocabulary and Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.
- Barrier for FCAT 2.0 Students scoring at or above Achievement Level 4, student achievement at 31%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4- Informational Text/ Research Process.
- Barrier for FAA Students scoring at Levels 4, 5, and 6, student achievement at 44%. Anticipated barriers among our students participating in the Alternate Assessment (FAA) are their difficulties in reading comprehension skills and limited vocabulary for expressive language.
- Barrier for FAA Students scoring at or above Level 7, student achievement at 19%. Anticipated barriers among our students participating in the Alternate Assessment scoring at or above Level 7 are their weaknesses in reading comprehension skills.
- Barrier for students making learning gains (FCAT 2.0 and FAA), student achievement at 72%. The area of deficiency for students making learning gains as noted on the 2013 administration of

the FCAT 2.0 was Reporting Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing. An anticipated barrier is the limited time that students have to utilize technology.

- Barrier for students in lowest 25% making learning gains (FCAT 2.0), student achievement at 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 2- Reading Application.
- Barrier for 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), student achievement at 57%. English Language Learners (ELL) have limited opportunities to listen and speak academic English outside the classroom
- Barrier for students scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students, student achievement at 36%. ELL students have demonstrated difficulty understanding vocabulary in academic context, and thus comprehending nonfiction and fiction passages at grade level.
- Barrier for students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students), student achievement at 36%. ELL students have demonstrated difficulty writing academic English at grade level.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, will review monthly data reports to ensure progress is being made and adjust interventions as needed. Administration will increase the number of classroom walk-through to gauge effectiveness of interventions

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quaterly

Evidence of Completion:

Formative: Mini Assessments District Interim Assessments Summative: 2014 FCAT Reading Assessment

G2. Our goal for 2014 is to increase the number of students scoring college ready on the Post-secondary Education Readiness test (P.E.R.T) or any college placement test by three percentage points, from 72% to 75%.

Targets Supported

Resources Available to Support the Goal

- PERT Practice Tests
- Miami Dade Community College

Targeted Barriers to Achieving the Goal

- Students are not ready for success in college level classes. Student achievement at 72%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Pert practice tests will be reviewed, and instruction will be adjusted as needed. Review 2014 College Readu Assessments(PERT)

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment- Teachers will use classroom assessments to evaluate the objective presented.
Summative Assessment- Results of the 2014 Pert Test.

G3. Our goal for the 2013-2014 is to increase the percentage of students scoring at 3.5 or higher in the 2014 FCAT Writing Test by three percentage points, from 73% to 76%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Coach-Language Dept. Chair
- 6 Traits of Writing
- Online Databases

Targeted Barriers to Achieving the Goal

- Barrier for students scoring at or above 3.5 on the FCAT Writes Assessment, student achievement at 73%. Students lack the necessary skills needed to incorporate details and support using real life experiences in their writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the LLT will review monthly data reports to ensure progress is being made and adjust interventions as needed. Administration will increase the number of classroom walk-through to gauge effectiveness of interventions. Review 2014 Writing FCAT Assessment scores.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Bi-weekly assessments /data reports/ Pre/Post Tests District Interim Assessments
Summative: 2014 Writing FCAT Assessment

G4. Students participating in the 2014 FCAT 2.0 will increase their score by 2% from the previous year.

Targets Supported

Resources Available to Support the Goal

- Gizmos
- Carnegie Learning Cognitive Tutor
- Tutoring

Targeted Barriers to Achieving the Goal

- Barrier for the AMO-SWD Subgroup, student achievement at 24%. Anticipated barriers for student participating in the 2014 FCAT High School Math are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry
- Anticipated barrier for students participating in the 2014 FAA Mathematics are their limited problem solving skills and Mathematics calculations skills. Student achievement at 53%.
- Barrier for students making learning gains for EOC, student achievement at 67%. The area of deficiency as noted on the 2013 administration of the EOC Exam was Reporting Category 3 Polynomials and Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry.
- Barrier for students in lowest 25% making learning gains for EOC, student achievement at 63%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials and Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, results of product samples, graded work samples, teacher made tests, Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed. Review Results of the 2014 Geometry EOC.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quaterly

Evidence of Completion:

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC Results for the 2014 Algebra 1 EOC

G5. Our goal for the 2013-2014 is to increase the percentage of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) by 4 percentage points, from 56% to 60%.

Targets Supported

Resources Available to Support the Goal

- PERT Practice Tests
- Miami Dade College
- Tutoring
- Gizmos/Cognitive Tutor

Targeted Barriers to Achieving the Goal

- Students are not ready for success in college level classes. Student achievement at 56%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Pert practice tests will be reviewed, and instruction will be adjusted as needed. Review results of the 2014 Pert Test.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quaterly

Evidence of Completion:

Formative Assessment- Teachers will use classroom assessments to evaluate the objective presented.
Summative Assessment- Results of the 2014 Pert Test.

G6. Our goal for the 2013-2014 is to increase student achievement on the Algebra 1 EOC by three percentage points, from 36% to 39%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Gizmos
- Cognitive tutor
- After school tutoring
- Opening Bell Ringers

Targeted Barriers to Achieving the Goal

- Barrier for students scoring at Achievement Level 3, student achievement at 36%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials. Anticipated barriers for students participating in the 2014 Algebra EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure.
- Barrier for students scoring at or above Achievement Level 4, student achievement at 13%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials. Anticipated barriers for students participating in the 2014 Algebra EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure.

Plan to Monitor Progress Toward the Goal

Curriculum teams will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed. Review results of the 2014 Algebra 1 EOC

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

G7. Our goal for 2013-2014 is to increase student achievement on the Geometry EOC by three percentage points, from 30% to 33%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Gizmos
- Cognitive Tutor
- Opening Bell Ringers
- After school tutoring

Targeted Barriers to Achieving the Goal

- Barrier for students scoring at Achievement Level 3, student achievement at 30%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam was Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 Geometry EOC are their limited problem solving skills and mathematic calculations skills as well as their limited exposure to trigonometry.
- Barrier for students scoring at or above Achievement Level 4, student achievement at 27%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam was Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 Geometry EOC are their limited problem solving skills and mathematic calculations skills as well as their limited exposure to trigonometry.

Plan to Monitor Progress Toward the Goal

Curriculum teams will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed. Review results of the 2014 Geometry EOC

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

G8. Our goal for the 2013-2014 school year is to increase student achievement on the Biology EOC by three percentage points, from 42% to 45%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos
- Discovery
- PBS Learning Media
- Edgenuity
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Barrier for students scoring at Level 3, student achievement at 42%. According to the results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students require additional time in doing science through inquiry based labs that incorporate the Common Core Standards and are relevant to today's problems.
- Barrier for students scoring at Level 4, student achievement at 26%. According to the results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students in Biology I have displayed different levels of interest and academic abilities in science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from quarterly interim assessments and teacher-made tests will be monitored to determine if the correct pace and depth of content is implemented in all biology classes and to detect and re-mediate areas of weakness. Review of 2014 Biology EOC scores.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District interim assessments and the 2014 Biology EOC scores.

G9. Our goal for 2014 is to increase the percentage of students scoring levels 4, 5, and 6 in science in the Alternate Assessment by four percentage points from previous year.

Targets Supported

- Science
- Science - High School

Resources Available to Support the Goal

- visuals
- graphic organizers
- manipulatives

Targeted Barriers to Achieving the Goal

- Anticipated barriers facing students scoring at Levels 4, 5, and 6 in the 2014 FAA are the students' weaknesses in problems solving skills, reading comprehension, and making inferences.

Plan to Monitor Progress Toward the Goal

Analyze data from Interims and the 2014 FAA Science Assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FAA Science Assessment

G10. Our goal for 2013-2014 is to increase the opportunities for STEM applied learning by increasing the opportunities for students to participate in CTSO career and technical skills competitions, from 7.5% to 13%.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Career Technical Student Organization (CTSO) Career Development Events
- Discovery Education

Targeted Barriers to Achieving the Goal

- Not all CTE teachers are fully trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement.

Plan to Monitor Progress Toward the Goal

Enrollment of students in STEM courses and a review of the Master Schedule reflecting course offerings will be used to monitor the progress towards obtaining the goal.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Classroom walk-throughs, review of test data including baseline, and practice and readiness tests, and by monitoring the number of students who participate in STEM activities.

G11. Our goal for 2013-2014 for students taking the CTE exams is to increase student achievement in Senior High School Career and Professional Education (CAPE) academies by two percentage points, from 90% to 92%.

Targets Supported

- CTE

Resources Available to Support the Goal

- District Professional Development
- CTE Exams practice tests
- Miami-Dade College

Targeted Barriers to Achieving the Goal

- Students may not be prepared for certification exams in a timely manner. Student passing rate at 95%.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through the implementation of baseline, practice and/or readiness tests and timely instruction in the CTE classrooms.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment - Mini Assessments Summative - Results of ACA(Dreamweaver), ACA(Photoshop), Certified Medical Administrative Assistant (CMAA), Certified Nursing Assistant (CNA), Certified Veterinary Assistant (CVA)

G12. Our goal for the 2013-2014 school year is to increase student performance on the U.S. History EOC by 3%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Discovery Education
- Media Specialist
- U.S. History Practice Exams

Targeted Barriers to Achieving the Goal

- The lack of social studies courses prior to their US History course in 11th grade places our students at a disadvantage in their exposure to historical content and strategies.

Plan to Monitor Progress Toward the Goal

Will conduct teacher observation and evaluation where teachers can demonstrate they are following the pacing guide as well as content vocabulary. Review results of the 2014 History EOC.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Baseline and Interim Assessments as well as the 2014 US History EOC Exam.

G13. Our goals for 2013-2014 for High School Indicators are to reduce the number of truant students by 2%, the number of students not progressing on time by 2% and the number of students with behavior referrals by 2%.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- MDCPS Truancy Intervention Program
- Attendance Review Committee
- Social Worker
- Guidance Counselors

Targeted Barriers to Achieving the Goal

- There are limited opportunities to recognize students for daily attendance and satisfactory achievement as well as inability to provide students with rewards for modeling good behavior. 11% of student population miss 10% or more of available instructional time.

Plan to Monitor Progress Toward the Goal

Monitor "Spot Success" Recognition Program, Monitor COGNOS report on student outdoor/indoor suspension rates. Utilize classroom walkthroughs to monitor enforcement of the Student Code of Conduct and review communication logs to determine the number of contacts made with parents of students who have been placed on indoor or outdoor suspension. Review parent participation log for Student Code of Conduct parent night workshop.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

COGNOS report

G14. Our goal for 2013-2014 is to increase the graduation rate by 2 percentage points, from 83% to 85%.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Guidance Counselors
- Credit Recovery Programs
- Virtual school

Targeted Barriers to Achieving the Goal

- At-risk students are not enrolling in tutorial programs or in alternative credit recovery programs and parents are not familiar with the resources available for students to meet graduation requirements. 104 students are academically at-risk of graduating in 4 years.

Plan to Monitor Progress Toward the Goal

Will monitor the progress toward the goal by conducting the following progress monitoring steps: Monitor and track at risk students registering for alternative programs. Monitor parent contact and sign-in logs. Identify and keep a list for parents they have not met with. Monitor the students' grades each grading period, GPA, and Credit History.

Person or Persons Responsible

MTSS Leadership Team and Guidance Counselors

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Contact logs

G15. Our goals for 2013-2014 for Parental Involvement are the following: The number of parent engagement opportunities offered in the school year will increase by 2%. The number of parents in attendance at parent engagement opportunities will increase by 2%

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Connect Ed
- School's Webpage
- Educational Online Resources

Targeted Barriers to Achieving the Goal

- Parental engagement is at 42%. Parent contact information is outdated and inaccurate. Time and job pressure keeps parents from attending school functions.

Plan to Monitor Progress Toward the Goal

Will monitor the above mentioned strategies. Communication Logs, sign in sheets and meeting agendas will be collected each grading period and contact data will be analyzed.

Person or Persons Responsible

Teachers, Department Chairpersons, and Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Communication Logs, sign in sheets and meeting agendas

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-14 school year is to increase student performance on the FCAT 2.0 by four percentage points, from 61% to 65%.

G1.B1 Barrier for AMO-SWD, student achievement at 29%. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 was Reporting Category 1- Vocabulary and Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.

G1.B1.S1 Teachers will utilize FCAT data to identify Level 1 and 2 students, place them in appropriate interventions within the first two weeks of the 2013-2014 school year, and monitor students' progress on a monthly basis.

Action Step 1

Will schedule and conduct data chats between students in the White and SWD subgroups and teachers to review and analyze their individual progress monitoring data. Each student will be made aware of his or her progress regularly.

Person or Persons Responsible

Language Arts Teachers and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data Binder

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

Following the FCIM model, the LLT will meet on a monthly basis to monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment and classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim and school-site assessment data, intervention assessments
Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the LLT will meet on a monthly basis to monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment and classroom walkthroughs. In addition, the LLT will conduct departmental and administrative data chats with teachers, review data chat protocols and provide feedback to appropriately guide instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim and school-site assessment data, intervention assessments
Summative: 2014 FCAT Reading Assessment

G1.B2 Barrier for FCAT 2.0 Students scoring at Achievement Level 3, student achievement at 29%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 1- Vocabulary and Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.

G1.B2.S1 Teachers will strengthen reading skills through using Reading Plus, Jamestown Navigator, and Achieve 3000 as intervention programs for 9th and 10th grade students.

Action Step 1

Will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Ongoing classroom assessments will be reviewed and instruction will be adjusted, focusing on students' ability to identify relevant details and to determine the main idea.

Facilitator:

Reading Department Chair

Participants:

Teachers

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

Following the FCIM model, ongoing classroom assessments will be reviewed and instruction will be focusing on students' ability to identify relevant details and to determine the main idea.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini Assessments District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, ongoing classroom assessments will be reviewed and instruction will be focusing on students' ability to identify relevant details and to determine the main idea.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini Assessments District Interim Assessments

G1.B3 Barrier for FCAT 2.0 Students scoring at or above Achievement Level 4, student achievement at 31%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4- Informational Text/ Research Process.

G1.B3.S1 Teachers will use Instructional Strategies that include: • Reciprocal teaching • Opinion proofs • Questions and Answer relationships • Note-taking skills

Action Step 1

Will use Cooperative Learning (Group Projects/Reports) to move students from guided learning to independent learning for reading enrichment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples utilizing rubrics, mini assessments District Interim Assessments
Summative: 2014 FCAT Reading Assessment

Action Step 2

Will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples utilizing rubrics, mini assessments District Interim Assessments
Summative: 2014 FCAT Reading Assessment

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

Will monitor the implementation of identified strategies. Following the FCIM model, ongoing classroom assessments/observations will be reviewed and instruction will be adjusted focusing on the students' ability to complete assignments as teachers' become facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work samples utilizing rubrics, mini assessments District Interim Assessments
Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Will monitor the effectiveness of identified strategies. Following the FCIM model, ongoing classroom assessments/observations will be reviewed and instruction will be adjusted focusing on the students' ability to complete assignments as teachers' become facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work samples utilizing rubrics, mini assessments District Interim Assessments
Summative: 2014 FCAT Reading Assessment

G1.B4 Barrier for FAA Students scoring at Levels 4, 5, and 6, student achievement at 44%. Anticipated barriers among our students participating in the Alternate Assessment (FAA) are their difficulties in reading comprehension skills and limited vocabulary for expressive language.

G1.B4.S1 Teachers will use background knowledge and prior experience to interpret stories. and apply various pre-reading strategies (e.g., preview, skimming).

Action Step 1

Will model to recognize that stories have a beginning, middle, and end. Predict what happens next in a story. Tell a story from pictures (to match illustrations). Retell stories that have been read aloud (e.g., character identification, setting, problem, solutions, and sequence of events).

Person or Persons Responsible

Access Point Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports.

Action Step 2

Help students identify sequence of events, main ideas, and details or facts in literary and informational text. Ask questions, make observations and draw conclusions from a story. Retell, summarize, and paraphrase when reading or listening to others.

Person or Persons Responsible

Access Point Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports.

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

Will review data to make certain that students' are showing learning gains or for instruction to be modified as needed. Teachers will be trained to effectively implement Access Points.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports

Plan to Monitor Effectiveness of G1.B4.S1

Will review data to make certain that students' are showing learning gains or for instruction to be modified as needed. Teachers will be trained to effectively implement Access Points.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports.

G1.B5 Barrier for FAA Students scoring at or above Level 7, student achievement at 19%. Anticipated barriers among our students participating in the Alternate Assessment scoring at or above Level 7 are their weaknesses in reading comprehension skills.

G1.B5.S1 During reading activities students will actively engage with the text by utilizing various reading strategies, graphic organizers, summarizing activities, opinion proofs (e.g., giving an opinion, finding facts to support the opinion) and text marking (e.g., marginal notes and highlighting) to organize information, determine patterns, and have the ability to summarize the main points.

Action Step 1

Identify sequence of events, main ideas, and details or facts in literary and informational text. Respond to readings in many ways (e.g., story mappings, topic webbings, etc.) Read (or memorizes) books with simple repetitive language patterns.

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports

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

Will be responsible for monitoring the implementation of the identified strategies. The teachers will be trained to effectively implement Access Points benchmarks and students will be provided with practice materials.

Person or Persons Responsible

The Access Point Teachers and IEP caseload teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed.

Plan to Monitor Effectiveness of G1.B5.S1

Will be responsible for monitoring the effectiveness of the identified strategies. The teachers will be trained to effectively implement Access Points benchmarks and students will be provided with practice materials.

Person or Persons Responsible

The Access Point Teachers and IEP caseload teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed.

G1.B6 Barrier for students making learning gains (FCAT 2.0 and FAA), student achievement at 72%. The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing. An anticipated barrier is the limited time that students have to utilize technology.

G1.B6.S1 Administration will expand the number of computer labs in order to accommodate a rotation of students in the 9th and 10th grade to complete sessions of Reading Plus and Achieve 3000.

Action Step 1

Ninth grade students will have Reading Plus lab sessions incorporated through their World History curriculum and tenth graders will have it incorporated through their Language Arts curriculum.

Person or Persons Responsible

Language Arts and Social Studies Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Reading Plus and Achieve 3000 reports District Interim Assessments Summative: 2014 FCAT Reading Assessment

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

Will monitor the implementation of identified strategies. Following the FCIM model, teachers will review Reading Plus and Achieve 3000 reports to ensure students are making adequate progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus and Achieve 3000 reports District Interim Assessments Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, teachers will review Reading Plus and Achieve 3000 reports to ensure students are making adequate progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus and Achieve 3000 reports District Interim Assessments Summative: 2014 FCAT Reading Assessment

G1.B7 Barrier for students in lowest 25% making learning gains (FCAT 2.0), student achievement at 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 2-Reading Application.

G1.B7.S1 Implement tutoring during and after school 2 times per week utilizing Ladder to Success Coach, Florida Standard Base Instruction Supplemental material to further enrich reading application skills.

Action Step 1

will identify our lowest 25% students. The Assistant Principals will be responsible for tutoring 10 students each that belong to the Lowest 25%. This will include Tier 3 interventions as per our LLT Reading Plan and Assistant Principal-Parent Conferences as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessment /data reports District Interim Assessments Summative: 2014 Reading FCAT Assessment

Action Step 2

Will mandate that all ninth and tenth grade students complete at least 40 sessions of Reading Plus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessment /data reports District Interim Assessments Summative: 2014 Reading FCAT Assessment

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

Will monitor the implementation of identified strategies. Following the FCIM model, the LLT will review monthly data reports to ensure progress is being made and adjust interventions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Bi-weekly assessment /data reports District Interim Assessments Summative: 2014 Reading FCAT Assessment

Plan to Monitor Effectiveness of G1.B7.S1

Will increase the number of classroom walk-through to gauge effectiveness of interventions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessment /data reports District Interim Assessments Summative: 2014 Reading FCAT Assessment

G1.B8 Barrier for 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), student achievement at 57%. English Language Learners (ELL) have limited opportunities to listen and speak academic English outside the classroom

G1.B8.S1 ELL Teachers will: Use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

Action Step 1

Teacher-Led groups will actively engage in oral discussions and short talks to expand their listening comprehension skills

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment- ELL teachers will use rubrics and teacher- made assessments to evaluate the listening and speaking objectives presented. Summative Assessment- Results of the 2014 CELLA

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

Will monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT along with the ELL teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- ELL teachers will use rubrics and teacher- made assessments to evaluate the listening and speaking objectives presented. Summative Assessment- Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT along with the ELL teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- ELL teachers will use rubrics and teacher- made assessments to evaluate the listening and speaking objectives presented. Summative Assessment- Results of the 2014 CELLA

G1.B9 Barrier for students scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students, student achievement at 36%. ELL students have demonstrated difficulty understanding vocabulary in academic context, and thus comprehending nonfiction and fiction passages at grade level.

G1.B9.S1 Use different text rendering strategies such as Reciprocal Teaching, Story Mapping and QARs to foster comprehension.

Action Step 1

Use pre-reading strategies when presenting new material -i.e. Activating Prior Knowledge, Prediction, and KWL- to make connections.

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment- ELL teachers will use District Interim Assessments, FAIR and Achieve 3000 Pre/Post tests reports to evaluate the reading objectives presented. Summative Assessment- Results of the 2014 CELLA

Action Step 2

Infuse vocabulary activities using context clues, affixes and word banks to expand academic lexicon.

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment- ELL teachers will use District Interim Assessments, FAIR and Achieve 3000 Pre/Post tests reports to evaluate the reading objectives presented. Summative Assessment- Results of the 2014 CELLA

Action Step 3

Teachers will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information.

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment- ELL teachers will use District Interim Assessments, FAIR and Achieve 3000 Pre/Post tests reports to evaluate the reading objectives presented. Summative Assessment- Results of the 2014 CELLA

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

Will monitor the implementation of identified strategies. Following the FCIM model, district assessment data reports and Achieve 3000 reports will be reviewed, and instruction will be adjusted as needed

Person or Persons Responsible

LLT along with the ELL teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- ELL teachers will use District Interim Assessments, FAIR and Achieve 3000 Pre/Post tests reports to evaluate the reading objectives presented. Summative Assessment- Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, district assessment data reports and Achieve 3000 reports will be reviewed, and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- ELL teachers will use District Interim Assessments, FAIR and Achieve 3000 Pre/Post tests reports to evaluate the reading objectives presented. Summative Assessment- Results of the 2014 CELLA

G1.B10 Barrier for students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students), student achievement at 36%. ELL students have demonstrated difficulty writing academic English at grade level.

G1.B10.S1 The ELL teachers will use task-specific rubrics to provide clear criteria for evaluating a writing product.

Action Step 1

Will use spelling strategies to focus on the conventions of the written language.

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment- ELL teachers will use classroom assessments to evaluate the writing objectives presented. Summative Assessment- Results of the 2014 CELLA

Action Step 2

Use writing prompts to give students ideas that will motivate them into the process of writing.

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment- ELL teachers will use classroom assessments to evaluate the writing objectives presented. Summative Assessment- Results of the 2014 CELLA

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

Will monitor the implementation of identified strategies. Following the FCIM model, teacher made tests using the CELLA format will be reviewed, and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- ELL teachers will use classroom assessments to evaluate the writing objectives presented. Summative Assessment- Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, teacher made tests using the CELLA format will be reviewed, and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- ELL teachers will use classroom assessments to evaluate the writing objectives presented. Summative Assessment- Results of the 2014 CELLA

G2. Our goal for 2014 is to increase the number of students scoring college ready on the Post-secondary Education Readiness test (P.E.R.T) or any college placement test by three percentage points, from 72% to 75%.

G2.B1 Students are not ready for success in college level classes. Student achievement at 72%.

G2.B1.S1 Place students in required remedial instruction prior to high school graduation.

Action Step 1

Ensure that the remedial instruction mirrors the competencies of the highest level of College preparatory coursework offered at Miami Dade College.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading, and writing to help guide instruction tailored to students' specific learning needs in order to accelerate student progression.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Will monitor the implementation of identified strategies using student portfolio checks

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, Pert practice tests will be reviewed, and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Teachers will use classroom assessments to evaluate the objective presented. Summative Assessment- Results of the 2014 Pert Test.

G3. Our goal for the 2013-2014 is to increase the percentage of students scoring at 3.5 or higher in the 2014 FCAT Writing Test by three percentage points, from 73% to 76%.

G3.B1 Barrier for students scoring at or above 3.5 on the FCAT Writes Assessment, student achievement at 73%. Students lack the necessary skills needed to incorporate details and support using real life experiences in their writing.

G3.B1.S1 Teachers will model effective writing. Writing instruction will focus on the use of figurative language and descriptive language.

Action Step 1

Have students use mentor text, rubrics and anchor papers.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Have students use prewriting activities appropriate to the task: Mapping, Listing, Brain Storming Webs, Graphic Organizers, OREO Graphs, Charting, Clustering, and Charting.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Students will collaborate in groups to deconstruct prompts and craft effective paragraphs

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, the LLT will review monthly writing folders to ensure progress is being made and adjust interventions as needed. Administration will increase the number of classroom walk-through to gauge effectiveness of interventions

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Bi-weekly assessments/ Pre/Post Tests District Interim Assessments Summative: 2014 Writing FCAT Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, the LLT will review writing folders to ensure progress is being made and adjust interventions as needed. Administration will increase the number of classroom walk-through to gauge effectiveness of interventions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Bi-weekly assessments / Pre/Post Tests District Interim Assessments Summative: 2014 Writing FCAT Assessment

G4. Students participating in the 2014 FCAT 2.0 will increase their score by 2% from the previous year.

G4.B1 Barrier for the AMO-SWD Subgroup, student achievement at 24%. Anticipated barriers for student participating in the 2014 FCAT High School Math are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry

G4.B1.S1 Provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as Carnegie Learning Cognitive Tutor and GIZMOS.

Action Step 1

Utilize a differentiated instruction model to honor students' learning styles (i.e. visual, spatial, auditory, etc), that promotes individual learning and progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC Results for the 2014 Geometry EOC

Action Step 2

Will be responsible for monitoring and modifying or extending activities that reflect learning. They will also be responsible for choosing effective teaching methods and examining the effects of the tasks, discourse, and learning environment on student's knowledge, skills, and disposition to lessons to ensure fidelity and effectiveness of the strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC Results for the 2014 Geometry EOC

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk trough's to ensure pacing is adequate.

Person or Persons Responsible

Leadership team/Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC Results for the 2014 Geometry EOC

Plan to Monitor Effectiveness of G4.B1.S1

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk trough's to ensure pacing is adequate. Curriculum teams will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Leadership team/Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC Results for the 2014 Geometry EOC

G4.B2 Anticipated barrier for students participating in the 2014 FAA Mathematics are their limited problem solving skills and Mathematics calculations skills. Student achievement at 53%.

G4.B2.S1 Model selecting the operation and solving two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information

Action Step 1

Will be responsible for choosing effective teaching methods and examining the effects of the tasks, discourse, and learning environment on student’s knowledge, skills, and disposition to lessons to ensure fidelity and effectiveness of the strategies.

Person or Persons Responsible

Access Point Teaches and Caseload Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports

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

Following the FCIM model, results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students’ are showing learning gains or for instruction to be modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work. Practice FAA assessments Summative: 2014 FAA

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work. Practice FAA assessments Summative: 2014 FAA

G4.B3 Barrier for students making learning gains for EOC, student achievement at 67%. The area of deficiency as noted on the 2013 administration of the EOC Exam was Reporting Category 3 Polynomials and Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry.

G4.B3.S1 Provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as GIZMOS.

Action Step 1

Create common opening bell ringers for Geometry & Algebra that cover the EOC objectives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student work

Facilitator:

Math Dept. Chairperson

Participants:

Teachers

Action Step 2

Build students' Geometry and Algebra vocabulary through word walls, and repetition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Create a rotation of students into the math lab to assist students in familiarizing themselves with computer based testing via the utilization of the ePat Launcher software.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

Leadership team/Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC Results for the 2014 Geometry EOC

Plan to Monitor Effectiveness of G4.B3.S1

Curriculum teams will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC Results for the 2014 Geometry EOC

G4.B4 Barrier for students in lowest 25% making learning gains for EOC, student achievement at 63%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials and Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry.

G4.B4.S1 Provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as GIZMOS.

Action Step 1

Conduct subject area meetings to discuss data and align differentiated instruction practices through the utilization of the collaborative group learning model. Utilize a differentiated instruction model to honor students' learning styles (i.e. visual, spatial, auditory, etc), that promotes individual learning and progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC Results for the 2014 Algebra 1 EOC

Action Step 2

Promote and provide students with incentives to attend pull-out tutoring as well as the second annual Academic Crossfit sessions. Identify students' deficiencies in Geometry/Algebra to provide individualized tutoring based on students' readiness and to monitor student progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC Results for the 2014 Algebra 1 EOC

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

Leadership team/Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC Results for the 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G4.B4.S1

Will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Curriculum teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC Results for the 2014 Algebra 1 EOC

G5. Our goal for the 2013-2014 is to increase the percentage of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) by 4 percentage points, from 56% to 60%.

G5.B1 Students are not ready for success in college level classes. Student achievement at 56%.

G5.B1.S1 Place students in required remedial instruction prior to high school graduation

Action Step 1

Ensure that the remedial instruction mirrors the competencies of the highest level of College preparatory coursework offered at Miami Dade College.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in math to help guide instruction tailored to students' specific learning needs in order to accelerate student progression.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, Pert practice tests will be reviewed, and instruction will be adjusted as needed as indicated in classroom walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Teachers will use classroom assessments to evaluate the objective presented. Summative Assessment- Results of the 2014 Pert Test.

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, Pert practice tests will be reviewed, and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Teachers will use classroom assessments to evaluate the objective presented. Summative Assessment- Results of the 2014 Pert Test.

G6. Our goal for the 2013-2014 is to increase student achievement on the Algebra 1 EOC by three percentage points, from 36% to 39%.

G6.B1 Barrier for students scoring at Achievement Level 3, student achievement at 36%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials. Anticipated barriers for students participating in the 2014 Algebra EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure.

G6.B1.S1 Teachers will provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as GIZMOS.

Action Step 1

Will create common opening bell ringers for Algebra 1 that cover the EOC objectives.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work

Action Step 2

Build students Algebraic vocabulary through word walls, and repetition.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work

Action Step 3

Create rotation of Algebra students into the math lab to assist students in familiarizing themselves with computer based testing via the utilization of the ePat Launcher software.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab logs

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G6.B1.S1

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

G6.B2 Barrier for students scoring at or above Achievement Level 4, student achievement at 13%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials. Anticipated barriers for students participating in the 2014 Algebra EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure.

G6.B2.S1 Teachers will provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as GIZMOS.

Action Step 1

Will create common opening bell ringers for Algebra 1 that cover the EOC objectives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

Action Step 2

Build students Algebraic vocabulary through word walls, and repetition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

Action Step 3

Rotation of Algebra students into the math lab to assist students in familiarizing themselves with computer based testing via the utilization of the ePat Launcher software.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

Leadership team/Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G6.B2.S1

Will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Curriculum teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Algebra 1 EOC

G7. Our goal for 2013-2014 is to increase student achievement on the Geometry EOC by three percentage points, from 30% to 33%.

G7.B1 Barrier for students scoring at Achievement Level 3, student achievement at 30%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam was Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 Geometry EOC are their limited problem solving skills and mathematic calculations skills as well as their limited exposure to trigonometry.

G7.B1.S1 Teachers will provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as Carnegie Learning Cognitive Tutor and GIZMOS.

Action Step 1

Utilize project based learning to expand on new concepts in Geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Will conduct subject area meetings to discuss data and align differentiated instruction practices through the utilization of the collaborative group learning model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Teachers will promote and provide students with incentives to attend pull-out tutoring as well as the second annual Academic Crossfit sessions. Identify students' deficiencies in Geometry to provide individualized tutoring based on students' readiness and to monitor student progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

Plan to Monitor Effectiveness of G7.B1.S1

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk through's to ensure pacing is adequate.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

G7.B2 Barrier for students scoring at or above Achievement Level 4, student achievement at 27%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam was Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 Geometry EOC are their limited problem solving skills and mathematic calculations skills as well as their limited exposure to trigonometry.

G7.B2.S1 Teachers will provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as Carnegie Learning Cognitive Tutor and GIZMOS. Utilization of project based learning to expand on new concepts in Geometry.

Action Step 1

Will conduct subject area meetings to discuss data and align differentiated instruction practices through the utilization of the collaborative group learning model. Utilize a differentiated instruction model to honor students' learning styles (i.e. visual, spatial, auditory, etc), that promotes individual learning and progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

Action Step 2

Will promote and provide students with incentives to attend pull-out tutoring as well as the second annual Academic Crossfit sessions. Identify students' deficiencies in Geometry to provide individualized tutoring based on students' readiness and to monitor student progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

Action Step 3

Will create common opening bell ringers for Geometry that cover the EOC objectives. Build students Geometry vocabulary through word walls, and repetition. Rotation of Geometry students into the math lab to assist students in familiarizing themselves with computer based testing via the utilization of the ePat Launcher software.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

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

Will review monthly pacing reports from the curriculum leads. Conduct classroom walk trough's to ensure pacing is adequate.

Person or Persons Responsible

Leadership team/Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

Plan to Monitor Effectiveness of G7.B2.S1

Will conduct monthly meetings to review results of formative monthly assessments to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Curriculum teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Classroom assessments, District interims, and student work. Summative: Results for the 2014 Geometry EOC

G8. Our goal for the 2013-2014 school year is to increase student achievement on the Biology EOC by three percentage points, from 42% to 45%.

G8.B1 Barrier for students scoring at Level 3, student achievement at 42%. According to the results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students require additional time in doing science through inquiry based labs that incorporate the Common Core Standards and are relevant to today's problems.

G8.B1.S1 Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles

Action Step 1

Will develop a professional-learning community to discuss and increase relevant and standards-based inquiry based-learning in the classroom.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Monthly Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student work

Facilitator:

Science Dept. Chair

Participants:

Biology Teachers

Action Step 2

Will review students' writing of their laboratory experiences on a monthly basis.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work

Action Step 3

Will incorporate the use of technology in their lessons on a bi-weekly basis. Provide tutoring sessions for additional practice.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work

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

Following the FCIM model, data from quarterly interim assessments and teacher-made tests will be monitored to determine if the correct pace and depth of content is implemented in all biology classes and to detect and re-mediate areas of weakness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District interim assessments and the 2014 Biology EOC scores

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, data from quarterly interim assessments and teacher-made tests will be monitored to determine if the correct pace and depth of content is implemented in all biology classes and to detect and re-mediate areas of weakness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District interim assessments and the 2014 Biology EOC scores

G8.B2 Barrier for students scoring at Level 4, student achievement at 26%. According to the results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students in Biology I have displayed different levels of interest and academic abilities in science.

G8.B2.S1 Teachers will increase opportunities for students to develop their academic abilities in a setting that incorporates enrichment activities, challenging laboratory investigations and scientific writing.

Action Step 1

Time will be provided for Science teachers to participate in vertical teaming to discuss, select and implement College Board Pre-AP strategies that increase students' higher-order thinking skills and encourage future enrollment in the AP Science courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from District interim assessments and the 2014 Biology EOC scores.

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

Will review student journals and portfolios for evidence of growth in activities that involve student modeling, questioning, experimentation, interpretation and prediction of scientific concepts and processes.

Person or Persons Responsible

The Department Head and the Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G8.B2.S1

Will review student journals and portfolios for evidence of growth in activities that involve student modeling, questioning, experimentation, interpretation and prediction of scientific concepts and processes.

Person or Persons Responsible

The Department Head and the Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District interim assessments and the 2014 Biology EOC scores.

G9. Our goal for 2014 is to increase the percentage of students scoring levels 4, 5, and 6 in science in the Alternate Assessment by four percentage points from previous year.

G9.B1 Anticipated barriers facing students scoring at Levels 4, 5, and 6 in the 2014 FAA are the students' weaknesses in problems solving skills, reading comprehension, and making inferences.

G9.B1.S1 Using advance and graphic organizers when introducing a new concept or lesson.

Action Step 1

Implement instructional scaffolding and practice new concepts and lessons. Teach problem solving strategies like eliminating possibilities. Provide with visual choices as presented in the FAA in classroom lessons. Use manipulative to introduce, practice, or remediate a concept.

Person or Persons Responsible

Access Point Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work

Action Step 2

Model classification that involves grouping items into one or more categories based on certain distinguishing characteristics.

Person or Persons Responsible

Access Point Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work

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

Will use classroom walkthroughs for monitoring and modifying or extending activities that reflect learning.

Person or Persons Responsible

Access Points Teachers will be responsible for monitoring and modifying or extending activities that reflect learning.

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work or quiz results.

Plan to Monitor Effectiveness of G9.B1.S1

will also be responsible examining the effects of the tasks, discourse, and learning environment on student's knowledge, skills, and disposition to lessons in order to determine effectiveness of strategies. Will use classroom walk-throughs to indicate progress.

Person or Persons Responsible

Access Points Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work, Quiz/Assessments results

G10. Our goal for 2013-2014 is to increase the opportunities for STEM applied learning by increasing the opportunities for students to participate in CTSO career and technical skills competitions, from 7.5% to 13%.

G10.B1 Not all CTE teachers are fully trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement.

G10.B1.S1 Teachers will utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.

Action Step 1

Will meet each to discuss Articulation related to STEM.

Person or Persons Responsible

Middle and High School CTE Teachers

Target Dates or Schedule

Quarterly Monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student Work

Facilitator:

CTE Teachers

Participants:

Middle and High School CTE Teachers

Action Step 2

Will establish a partnership with Miami Dade College to participate in STEM outreach activities.

Person or Persons Responsible

Appropriate administrative and instructional personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Will promote the use of Discovery Education resources for background information regarding STEM scientific principles of CTE content.

Person or Persons Responsible

The administration and instructional staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Meetings will occur to share status of implementing strategies and achieving action steps.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Review of test data including baseline, and practice and readiness tests,

Plan to Monitor Effectiveness of G10.B1.S1

Effectiveness of the strategies and action steps will be monitored through the implementation of classroom walk-throughs, and by monitoring the number of students who participate in STEM activities.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Review of test data including baseline, and practice and readiness tests.

G11. Our goal for 2013-2014 for students taking the CTE exams is to increase student achievement in Senior High School Career and Professional Education (CAPE) academies by two percentage points, from 90% to 92%.

G11.B1 Students may not be prepared for certification exams in a timely manner. Student passing rate at 95%.

G11.B1.S1 CTE teachers will implement baseline, practice and/or readiness exams or activities throughout instruction to measure progress.

Action Step 1

Will promote posting of certification information and timelines in classrooms and disseminate information to parents.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing Monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Flyers and Parent letters

Facilitator:

Participants:

CTE teachers

Action Step 2

Will create a CTE instructional focus calendar that includes CTE instruction.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Will pursue dual enrollment class with Miami Dade College.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Meetings will occur to share status of implementing strategies and achieving action steps.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - Mini Assessments Summative - Results of ACA(Dreamweaver), ACA(Photoshop), Certified Medical Administrative Assistant (CMAA), Certified Nursing Assistant (CNA), Certified Veterinary Assistant (CVA)

Plan to Monitor Effectiveness of G11.B1.S1

Effectiveness of the strategies and action steps will be monitored through the implementation of baseline, practice and/or readiness tests and timely instruction in the CTE classrooms.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment - Mini Assessments Summative - Results of ACA(Dreamweaver), ACA(Photoshop), Certified Medical Administrative Assistant (CMAA), Certified Nursing Assistant (CNA), Certified Veterinary Assistant (CVA)

G12. Our goal for the 2013-2014 school year is to increase student performance on the U.S. History EOC by 3%.

G12.B1 The lack of social studies courses prior to their US History course in 11th grade places our students at a disadvantage in their exposure to historical content and strategies.

G12.B1.S1 US History teachers will follow the recently updated US History Scope and Sequence and pacing guide to deliver US History content to students.

Action Step 1

Will utilize District published lesson plans with assessments aligned to tested End of Course Exam benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

U.S. History Teachers

Target Dates or Schedule

Ongoing Monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student Work

Facilitator:

District Personnel

Participants:

U.S. History Teachers

Action Step 2

Provide students with content vocabulary found on the Items Test Specification for US History.

Person or Persons Responsible

U.S. History Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Will conduct teacher observations and evaluations where teachers can demonstrate they are following the pacing guide as well as content vocabulary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District Baseline and Interim Assessments as well as the 2014 US History EOC Exam.

Plan to Monitor Effectiveness of G12.B1.S1

Will conduct teacher observations and evaluations where teachers can demonstrate they are following the pacing guide as well as content vocabulary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District Baseline and Interim Assessments as well as the 2014 US History EOC Exam.

G13. Our goals for 2013-2014 for High School Indicators are to reduce the number of truant students by 2%, the number of students not progressing on time by 2% and the number of students with behavior referrals by 2%.

G13.B1 There are limited opportunities to recognize students for daily attendance and satisfactory achievement as well as inability to provide students with rewards for modeling good behavior. 11% of student population miss 10% or more of available instructional time.

G13.B1.S1 Administration will identify and refer students who demonstrate a pattern of truancy to Attendance Review Committee and follow the procedures for the MDCPS Truancy Intervention Program for the 2013-2014 school year.

Action Step 1

Will utilize the school's Social Worker to conduct more home visits to gather accurate information and meet with parents to discuss their child's attendance, recommend methods to improve and maintain better communication with the school.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing Monitoring PD-Sept. 5, 2013

Evidence of Completion

Documentation

Facilitator:

Social Worker

Participants:

Administrators

Action Step 2

Will provide incentives for students with improved attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation

Action Step 3

Using the student code of conduct, an incentive program will be developed for “Spot Success” and a group of students will be selected by teachers, counselors or administration. Winners will be announced on the morning announcements, presented with a certificate and given a prize for their improvement and efforts to make a positive change

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation

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

Will monitor the fidelity and effectiveness of the mentioned strategies by conducting the following progress monitoring steps: Weekly updates from social worker, Attendance Review Committee and updates from faculty during faculty meetings.

Person or Persons Responsible

MTSS Leadership Team and Guidance Counselors

Target Dates or Schedule

Weekly

Evidence of Completion

Monitor COGNOS report

Plan to Monitor Effectiveness of G13.B1.S1

Monitor "Spot Success" Recognition Program, Monitor COGNOS report on student outdoor/indoor suspension rates. Utilize classroom walkthroughs to monitor enforcement of the Student Code of Conduct and review communication logs to determine the number of contacts made with parents of students who have been placed on indoor or outdoor suspension. Review parent participation log for Student Code of Conduct parent night workshop.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report

G14. Our goal for 2013-2014 is to increase the graduation rate by 2 percentage points, from 83% to 85%.

G14.B1 At-risk students are not enrolling in tutorial programs or in alternative credit recovery programs and parents are not familiar with the resources available for students to meet graduation requirements. 104 students are academically at-risk of graduating in 4 years.

G14.B1.S1 Counselors will identify and meet with at-risk students.

Action Step 1

Will identify and meet with at-risk students to discuss Student Progression Plan options and credit recovery programs and enroll students in perspective programs, such as night school, virtual school and E2020.

Person or Persons Responsible

Guidance Counselors

Target Dates or Schedule

Ongoing Monitoring PD-Monthly Faculty Meeting August 16, 2013 Sept. 3, 2013 October 2, 2013 November 6, 2013 January 8, 2014 February 5, 2014

Evidence of Completion

Contact logs

Facilitator:

Guidance Counselors

Participants:

Guidance Counselors

Action Step 2

Will set up meetings with parents to inform them about the graduation requirements and course recovery options such as night school, virtual school and E2020.

Person or Persons Responsible

Guidance Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Contact logs

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

Will monitor the fidelity of the mentioned strategies by conducting the following progress monitoring steps: Monitor and track at risk students registering for alternative programs. Monitor parent contact and sign-in logs. Identify and keep a list for parents they have not met with. Monitor the students' grades each grading period, GPA, and Credit History.

Person or Persons Responsible

MTSS Leadership Team and Guidance Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Contact Logs

Plan to Monitor Effectiveness of G14.B1.S1

Will monitor the effectiveness of the mentioned strategies by conducting the following progress monitoring steps: Monitor and track at risk students registering for alternative programs. Monitor parent contact and sign-in logs. Identify and keep a list for parents they have not met with. Monitor the students' grades each grading period, GPA, and Credit History.

Person or Persons Responsible

MTSS Leadership Team and Guidance Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Contact logs

G15. Our goals for 2013-2014 for Parental Involvement are the following: The number of parent engagement opportunities offered in the school year will increase by 2%. The number of parents in attendance at parent engagement opportunities will increase by 2%

G15.B1 Parental engagement is at 42%. Parent contact information is outdated and inaccurate. Time and job pressure keeps parents from attending school functions.

G15.B1.S1 Host events at varied times to include morning and evening events, enabling parents to participate and become involved in school activities.

Action Step 1

Will utilize telephone calls and emails to contact parents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed PD-Monthly Faculty Meetings August 16, 2013 Sept. 3, 2013 October 2, 2013
November 6, 2013 January 8, 2014 February 5, 2014

Evidence of Completion

Contact logs

Facilitator:

Participants:

Teachers

Action Step 2

Will display hard copies of parent flyers and information of events in the school's main office, in the Parent Resource Center and also on the school's website for parents to view.

Person or Persons Responsible

Administrators

Target Dates or Schedule

As Needed

Evidence of Completion

Flyers

Action Step 3

Will keep parents informed through various sources: Connect Ed messages, progress report and report cards, informational letters that go along with instructional software and how to implement it at home, FAIR reports, Reading Plus reports, FCAT results and data interpretations provided by the State's Department of Education.

Person or Persons Responsible

Administrators

Target Dates or Schedule

As Needed

Evidence of Completion

Reports

Facilitator:

Office of Community Engagement

Participants:

Administrators

Action Step 4

Provide opportunities for the participation of parents with limited English proficiency and parents with disabilities through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services as needed and assistance upon request for those parents.

Person or Persons Responsible

Administrators

Target Dates or Schedule

As Needed

Evidence of Completion

Letters

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

Will monitor the above mentioned strategies. Communication Logs, sign in sheets and meeting agendas will be collected each grading period and contact data will be analyzed.

Person or Persons Responsible

Teachers, Department Chairpersons, and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Communication Logs, sign in sheets and meeting agendas.

Plan to Monitor Effectiveness of G15.B1.S1

Will monitor the above mentioned strategies. Communication Logs, sign in sheets and meeting agendas will be collected each grading period and contact data will be analyzed.

Person or Persons Responsible

Teachers, Department Chairpersons, and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Communication Logs, sign in sheets and meeting agendas

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

Federal funds like IDEA will be used to purchase materials and equipment necessary to enhance the education of the SPED population at the different settings at Varela. The monies will be utilized to order classroom supplies that will assist the SPED population meet their educational goals within the least restrictive environment. The following exceptionalities are serviced in our school: Orthopedically Impaired, Speech Impaired, Language Impaired, Deaf or Hard of Hearing, Visually Impaired, Emotional/Behavioral Disabilities, Specific Learning Disabled, Autism Spectrum Disorder, Traumatic Brain Injured, Other Health Impaired and Intellectual Disabilities.

In compliance with state and federal rules, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree, federal funds from Title III grant focuses on providing supplemental professional development to teachers of ELLs, and on providing scientifically research-based academic programs to assist ELL academic achievement and English language acquisition. We have 305 ELL students being serviced in our school.

All students are provided with free breakfast every day. All students are provided the opportunity to apply for free and reduced lunch. Once the application process is complete, those students who qualify; participate in the program.

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. Our goal for the 2013-14 school year is to increase student performance on the FCAT 2.0 by four percentage points, from 61% to 65%.

G1.B2 Barrier for FCAT 2.0 Students scoring at Achievement Level 3, student achievement at 29%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 1- Vocabulary and Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.

G1.B2.S1 Teachers will strengthen reading skills through using Reading Plus, Jamestown Navigator, and Achieve 3000 as intervention programs for 9th and 10th grade students.

PD Opportunity 1

Will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information.

Facilitator

Reading Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Ongoing classroom assessments will be reviewed and instruction will be adjusted, focusing on students' ability to identify relevant details and to determine the main idea.

G4. Students participating in the 2014 FCAT 2.0 will increase their score by 2% from the previous year.

G4.B3 Barrier for students making learning gains for EOC, student achievement at 67%. The area of deficiency as noted on the 2013 administration of the EOC Exam was Reporting Category 3 Polynomials and Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry.

G4.B3.S1 Provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as GIZMOS.

PD Opportunity 1

Create common opening bell ringers for Geometry & Algebra that cover the EOC objectives.

Facilitator

Math Dept. Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student work

G8. Our goal for the 2013-2014 school year is to increase student achievement on the Biology EOC by three percentage points, from 42% to 45%.

G8.B1 Barrier for students scoring at Level 3, student achievement at 42%. According to the results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students require additional time in doing science through inquiry based labs that incorporate the Common Core Standards and are relevant to today's problems.

G8.B1.S1 Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles

PD Opportunity 1

Will develop a professional-learning community to discuss and increase relevant and standards-based inquiry based-learning in the classroom.

Facilitator

Science Dept. Chair

Participants

Biology Teachers

Target Dates or Schedule

Monthly Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student work

G10. Our goal for 2013-2014 is to increase the opportunities for STEM applied learning by increasing the opportunities for students to participate in CTSO career and technical skills competitions, from 7.5% to 13%.

G10.B1 Not all CTE teachers are fully trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement.

G10.B1.S1 Teachers will utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.

PD Opportunity 1

Will meet each to discuss Articulation related to STEM.

Facilitator

CTE Teachers

Participants

Middle and High School CTE Teachers

Target Dates or Schedule

Quarterly Monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student Work

G11. Our goal for 2013-2014 for students taking the CTE exams is to increase student achievement in Senior High School Career and Professional Education (CAPE) academies by two percentage points, from 90% to 92%.

G11.B1 Students may not be prepared for certification exams in a timely manner. Student passing rate at 95%.

G11.B1.S1 CTE teachers will implement baseline, practice and/or readiness exams or activities throughout instruction to measure progress.

PD Opportunity 1

Will promote posting of certification information and timelines in classrooms and disseminate information to parents.

Facilitator

Participants

CTE teachers

Target Dates or Schedule

Ongoing Monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Flyers and Parent letters

G12. Our goal for the 2013-2014 school year is to increase student performance on the U.S. History EOC by 3%.

G12.B1 The lack of social studies courses prior to their US History course in 11th grade places our students at a disadvantage in their exposure to historical content and strategies.

G12.B1.S1 US History teachers will follow the recently updated US History Scope and Sequence and pacing guide to deliver US History content to students.

PD Opportunity 1

Will utilize District published lesson plans with assessments aligned to tested End of Course Exam benchmarks to maximize opportunities for students to master tested content.

Facilitator

District Personnel

Participants

U.S. History Teachers

Target Dates or Schedule

Ongoing Monitoring PD-Early Release Days Sept. 26, 2013 Dec. 12, 2013 Feb. 13, 2014 Mar. 13, 2014 Apr. 17, 2014

Evidence of Completion

Student Work

G13. Our goals for 2013-2014 for High School Indicators are to reduce the number of truant students by 2%, the number of students not progressing on time by 2% and the number of students with behavior referrals by 2%.

G13.B1 There are limited opportunities to recognize students for daily attendance and satisfactory achievement as well as inability to provide students with rewards for modeling good behavior. 11% of student population miss 10% or more of available instructional time.

G13.B1.S1 Administration will identify and refer students who demonstrate a pattern of truancy to Attendance Review Committee and follow the procedures for the MDCPS Truancy Intervention Program for the 2013-2014 school year.

PD Opportunity 1

Will utilize the school's Social Worker to conduct more home visits to gather accurate information and meet with parents to discuss their child's attendance, recommend methods to improve and maintain better communication with the school.

Facilitator

Social Worker

Participants

Administrators

Target Dates or Schedule

Ongoing Monitoring PD-Sept. 5, 2013

Evidence of Completion

Documentation

G14. Our goal for 2013-2014 is to increase the graduation rate by 2 percentage points, from 83% to 85%.

G14.B1 At-risk students are not enrolling in tutorial programs or in alternative credit recovery programs and parents are not familiar with the resources available for students to meet graduation requirements. 104 students are academically at-risk of graduating in 4 years.

G14.B1.S1 Counselors will identify and meet with at-risk students.

PD Opportunity 1

Will identify and meet with at-risk students to discuss Student Progression Plan options and credit recovery programs and enroll students in perspective programs, such as night school, virtual school and E2020.

Facilitator

Guidance Counselors

Participants

Guidance Counselors

Target Dates or Schedule

Ongoing Monitoring PD-Monthly Faculty Meeting August 16, 2013 Sept. 3, 2013 October 2, 2013 November 6, 2013 January 8, 2014 February 5, 2014

Evidence of Completion

Contact logs

G15. Our goals for 2013-2014 for Parental Involvement are the following: The number of parent engagement opportunities offered in the school year will increase by 2%. The number of parents in attendance at parent engagement opportunities will increase by 2%

G15.B1 Parental engagement is at 42%. Parent contact information is outdated and inaccurate. Time and job pressure keeps parents from attending school functions.

G15.B1.S1 Host events at varied times to include morning and evening events, enabling parents to participate and become involved in school activities.

PD Opportunity 1

Will utilize telephone calls and emails to contact parents.

Facilitator

Participants

Teachers

Target Dates or Schedule

As needed PD-Monthly Faculty Meetings August 16, 2013 Sept. 3, 2013 October 2, 2013
November 6, 2013 January 8, 2014 February 5, 2014

Evidence of Completion

Contact logs

PD Opportunity 2

Will keep parents informed through various sources: Connect Ed messages, progress report and report cards, informational letters that go along with instructional software and how to implement it at home, FAIR reports, Reading Plus reports, FCAT results and data interpretations provided by the State's Department of Education.

Facilitator

Office of Community Engagement

Participants

Administrators

Target Dates or Schedule

As Needed

Evidence of Completion

Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-14 school year is to increase student performance on the FCAT 2.0 by four percentage points, from 61% to 65%.	\$9,000
G4.	Students participating in the 2014 FCAT 2.0 will increase their score by 2% from the previous year.	\$2,500
G7.	Our goal for 2013-2014 is to increase student achievement on the Geometry EOC by three percentage points, from 30% to 33%.	\$2,500
G8.	Our goal for the 2013-2014 school year is to increase student achievement on the Biology EOC by three percentage points, from 42% to 45%.	\$2,000
G13.	Our goals for 2013-2014 for High School Indicators are to reduce the number of truant students by 2%, the number of students not progressing on time by 2% and the number of students with behavior referrals by 2%.	\$3,500
Total		\$19,500

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Other	Evidence-Based Program	Total
Discretionary Funds	\$6,000	\$2,500	\$0	\$3,000	\$11,500
Discretionary	\$0	\$2,500	\$0	\$2,000	\$4,500
EESAC	\$0	\$0	\$3,000	\$0	\$3,000
Community Outreach/Donations	\$0	\$0	\$500	\$0	\$500
Total	\$6,000	\$5,000	\$3,500	\$5,000	\$19,500

Budget Details

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

G1. Our goal for the 2013-14 school year is to increase student performance on the FCAT 2.0 by four percentage points, from 61% to 65%.

G1.B2 Barrier for FCAT 2.0 Students scoring at Achievement Level 3, student achievement at 29%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 1- Vocabulary and Category 2- Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.

G1.B2.S1 Teachers will strengthen reading skills through using Reading Plus, Jamestown Navigator, and Achieve 3000 as intervention programs for 9th and 10th grade students.

Action Step 1

Will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information.

Resource Type

Technology

Resource

Increase number of Smart Boards in Language Arts Classrooms

Funding Source

Discretionary Funds

Amount Needed

\$6,000

G1.B9 Barrier for students scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students, student achievement at 36%. ELL students have demonstrated difficulty understanding vocabulary in academic context, and thus comprehending nonfiction and fiction passages at grade level.

G1.B9.S1 Use different text rendering strategies such as Reciprocal Teaching, Story Mapping and QARs to foster comprehension.

Action Step 3

Teachers will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information.

Resource Type

Evidence-Based Program

Resource

Teachers will implement Achieve 3000 for 9th and 10th grade teachers

Funding Source

Discretionary Funds

Amount Needed

\$3,000

G4. Students participating in the 2014 FCAT 2.0 will increase their score by 2% from the previous year.

G4.B4 Barrier for students in lowest 25% making learning gains for EOC, student achievement at 63%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Reporting Category 3 Polynomials and Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 EOC are their limited problem solving skills and mathematic calculations skills as well as their limited knowledge of Algebraic structure and limited exposure to trigonometry.

G4.B4.S1 Provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as GIZMOS.

Action Step 2

Promote and provide students with incentives to attend pull-out tutoring as well as the second annual Academic Crossfit sessions. Identify students' deficiencies in Geometry/Algebra to provide individualized tutoring based on students' readiness and to monitor student progress.

Resource Type

Personnel

Resource

Tutoring-Math Crunch Academy

Funding Source

Discretionary

Amount Needed

\$2,500

G7. Our goal for 2013-2014 is to increase student achievement on the Geometry EOC by three percentage points, from 30% to 33%.

G7.B1 Barrier for students scoring at Achievement Level 3, student achievement at 30%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam was Reporting Category 3 Trigonometry. Anticipated barriers for students participating in the 2014 Geometry EOC are their limited problem solving skills and mathematic calculations skills as well as their limited exposure to trigonometry.

G7.B1.S1 Teachers will provide students with opportunities to practice and apply learned concepts to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as Carnegie Learning Cognitive Tutor and GIZMOS.

Action Step 3

Teachers will promote and provide students with incentives to attend pull-out tutoring as well as the second annual Academic Crossfit sessions. Identify students' deficiencies in Geometry to provide individualized tutoring based on students' readiness and to monitor student progress.

Resource Type

Personnel

Resource

Tutoring- Math Crunch Academy

Funding Source

Discretionary Funds

Amount Needed

\$2,500

G8. Our goal for the 2013-2014 school year is to increase student achievement on the Biology EOC by three percentage points, from 42% to 45%.

G8.B1 Barrier for students scoring at Level 3, student achievement at 42%. According to the results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students require additional time in doing science through inquiry based labs that incorporate the Common Core Standards and are relevant to today's problems.

G8.B1.S1 Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles

Action Step 3

Will incorporate the use of technology in their lessons on a bi-weekly basis. Provide tutoring sessions for additional practice.

Resource Type

Evidence-Based Program

Resource

Biology EOC Tutoring

Funding Source

Discretionary

Amount Needed

\$2,000

G13. Our goals for 2013-2014 for High School Indicators are to reduce the number of truant students by 2%, the number of students not progressing on time by 2% and the number of students with behavior referrals by 2%.

G13.B1 There are limited opportunities to recognize students for daily attendance and satisfactory achievement as well as inability to provide students with rewards for modeling good behavior. 11% of student population miss 10% or more of available instructional time.

G13.B1.S1 Administration will identify and refer students who demonstrate a pattern of truancy to Attendance Review Committee and follow the procedures for the MDCPS Truancy Intervention Program for the 2013-2014 school year.

Action Step 2

Will provide incentives for students with improved attendance.

Resource Type

Other

Resource

Provide incentives for students with improved attendance

Funding Source

EESAC

Amount Needed

\$3,000

Action Step 3

Using the student code of conduct, an incentive program will be developed for “Spot Success” and a group of students will be selected by teachers, counselors or administration. Winners will be announced on the morning announcements, presented with a certificate and given a prize for their improvement and efforts to make a positive change

Resource Type

Other

Resource

Positive Incentive Rewards

Funding Source

Community Outreach/Donations

Amount Needed

\$500