2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Community Charter High School
18720 SW 352ND ST
Florida City, FL 33034
305-245-2552

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	77%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	95%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Miami Community Charter High School

Principal
Jila Rezaie

School Advisory Council chair
Ana Torres

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

Name	Title
Jacqueline Sera-Sirven	Assistant Principal
Maria Alba	Assistant Principal
Stephany Papili	Assistant Principal
Raina Fiallo	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
1/12/2014

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

Ana Torres-Board of Directors
Carolyn Cantave-Teacher
Christian Labra-Student
Dulce Evering-Parent
Jila Rezaie-Principal
Maria Alba-Other Administrator
Raquel Aldana-Student
Shawan Morman-Parent
Sherard Burns-Teacher

Involvement of the SAC in the development of the SIP

The SAC participates in the development, approval, and the monitoring of the implementation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will organize several school wide activities, including activities for monthly celebrations such as African-American History month; Hispanic Heritage Month; Women's month.
The SAC will also continue to monitor the implementation and approve any changes to the School Improvement Plan.

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

The SAC funds will be used to implement the monthly school wide activities, as planned by the SAC.
African American-$267.50
Hispanic Heritage- $267.50
Women's Month-$267.50
Red Ribbon Week-$267.50

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
5

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

Administrator Information:

Jila Rezaie		
Principal	Years as Administrator: 20	Years at Current School: 10

Credentials	Ed.D Social Sciences, Math
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 86% Rdg. Imp. of Lowest 25% - 80%

Math Imp. of Lowest 25% - 77%

Raina Fiallo		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials

B.S. Early Childhoold
M.Ed. Ed Leadership
ESOL

Performance Record

Stephany Papili		
Asst Principal	Years as Administrator: 2	Years at Current School: 3

Credentials	B.S. Exceptional Student Education M.Ed. Reading ESOL
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 86% Rdg. Imp. of Lowest 25% -

80%
Math Imp. of Lowest 25% -
77%

Asst Principal	Years as Administrator:	Years at Current School:

Credentials

Performance Record

Maria Alba		
Asst Principal	Years as Administrator: 2	Years at Current School: 10

Credentials	B.S. Elementary Education w/ ESOL M.Ed. Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 86% Rdg. Imp. of Lowest 25% - 80%

Math Imp. of Lowest 25% -
77%

Jacqueline Sera-Sirven		
Asst Principal	Years as Administrator: 8	Years at Current School: 9

Credentials	B.S. Criminal Justice M.Ed. Elementary Education ESOL English 5-9 Ed.S Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77%

Jacqueline Sera-Sirven		

Math Lrg. Gains, 86%
Rdg. Imp. of Lowest 25% -
80%
Math Imp. of Lowest 25% -
77%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nadyne Michel		
Full-time / School-based	Years as Coach: 4	Years at Current School: 8

Areas	Reading/Literacy
Credentials	AA Degree Language Arts BA Degree English Professional Certificate in English 6-12
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 86%

Rdg. Imp. of Lowest 25% -
80%
Math Imp. of Lowest 25% -
77%

Maria Brown		
Full-time / School-based	Years as Coach: 4	Years at Current School: 8

Areas	Science
Credentials	BS in Elementary Education with ESOL Endorsement Florida Teaching Certificate K-6
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 86% Rdg. Imp. of Lowest 25% -

80%
Math Imp. of Lowest 25% -
77%

Carolyn Cantave		
Full-time / School-based	Years as Coach: 4	Years at Current School: 7

Areas	Mathematics
Credentials	Bachelors Degree in Psychology with a Minor in Mathematics Professional Certificate PreK-Third; Math 6-12
Performance Record	2013 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 54% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - NA points Rdg. AMO –30% Math AMO–54% 2012 – School Grade-C Rdg. Proficiency, 26% Math Proficiency, --% Rdg. Lrg. Gains, 57% Math Lrg. Gains, --% Rdg. Imp. of Lowest 25% - 56% Math Imp. of Lowest 25% - --% 2011 – School Grade-C Rdg. Proficiency, 56% Math Proficiency, 63% Rdg. Lrg. Gains, 58% Math Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% Math Imp. of Lowest 25% - 63% 2010 – School Grade-A Rdg. Proficiency, 64% Math Proficiency, 75% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 84% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 97% 2009 – School Grade-A Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 86% Rdg. Imp. of Lowest 25% -

80%
Math Imp. of Lowest 25% -
77%

Classroom Teachers

# of classroom teachers
18

 # receiving effective rating or higher
18, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
18, 100%

 # ESOL endorsed
7, 39%

 # reading endorsed
3, 17%

 # with advanced degrees
0, 0%

 # National Board Certified
0, 0%

 # first-year teachers
1, 6%

 # with 1-5 years of experience
13, 72%

 # with 6-14 years of experience
2, 11%

 # with 15 or more years of experience
2, 11%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # 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

Competitive Benefit Package- Board of Directors
Master Teacher Program- Board of Directors
Participation in Decision Making by Master Teachers and Lead Teachers- Dr. Rezaie
Instructional Support- Dr. Rezaie
Effective Student Behavior Management- Leadership Team
Matching Tuition for Higher Degree or National Certification- Board of Directors

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

Teachers/Mentors:
Andrea Baena/Carolyn Cantave
Lakinya Francis/Taffy Cherill
Karen LaVohn/Nadyne Michel and Taffy Cherill
Mentoring Activities:
Master Teachers to First Year Teachers:
Co-planning; Co-teaching
Ongoing Team Meetings
Lesson Plan Reviews
Peer Observations

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1 (Leadership Team)
Jila Rezaie-Principal
Maria Alba-Assistant Principal
Jacqueline Sera-Sirven-Assistant Principal
Stephany Papili-Assistant Principal/ESE Coordinator
Raina Fiallo-Assistant Principal
Tier 2
Nadyne Michel-Master Teacher
Taffy Cherill-Lead Teacher
Tier 3
Stephany Papili-AP/ESE Coordinator
Denise Goytia-ESE Teacher
Tier 1(Leadership Team)
• Administrator(s) (Stephany Papili) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• School reading, math, science, and behavior specialists (Nadyne Michel, Carolyn Cantave, Maria Brown)
• Special education personnel (Denise Goytia)
• School guidance counselor (Rockell Bartoli)
• School psychologist (Joan Kappus)

• School social worker (Raquel Aspuru)
• Member of advisory group, community stakeholders, parents
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• iReady Utilization and Progress Reports
• Oral Reading Fluency Measures
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
• CTBS Norm Referenced Test
Behavior
• Student Case Management System
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring
Data is collected and taken from the leadership team, to the master teachers, who then relay the data to the teachers in a departmentalized lesson plan review meeting, the teacher then uses the data to drive instruction accordingly and have data chats with students.

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 18,000

Enrichment and intervention is included in the student's daily schedule; the iReady program will be implemented for grades 9-10 as a diagnostic tool. Triumph learning materials for test prep will be implemented during the enrichment and intervention times to provide students with during the day tutoring sessions. This will be implemented as a school wide differentiated instruction program.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

All students will be diagnosed using the iReady tool, which will determine placement in the RTI tier's as well as whether students will be placed in Enrichment, On Level, or Intervention groups for the during the school day tutoring sessions. In addition, students will be taking a national norm referenced test in September; as well as the district baseline assessments. The administration will meet with the master teacher teams, to review data analyze and determine the effectiveness of strategies, then the master teachers will hold grade level data meetings, to modify and implement lesson plans in accordance with the data.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Jila Rezaie	Principal
Jacqueline Sera-Sirven	Assistant Principal
Maria Alba	Assistant Principal
Stephany Papili	Assistant Principal
Raina Fiallo	Assistant Principal
Nadyne Michel	Master Teacher
Taffy Cherill	Lead Teacher

How the school-based LLT functions

On a regular basis the Literacy Leadership Team will meet to develop focus calendars, discuss pacing guides and follow up. The LLT will meet every four weeks to review the following:
1. Student progress based on available data at the time of the meeting. (Including FAIR).
2. Review the lesson plans in accordance with the state standards and pacing guide for the preceding four weeks.
The LLT team will make sure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars.

Major initiatives of the LLT

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all student's learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency and comprehension. An extensive reading fluency initiative will be initiated and monitored by the LLT team. In addition CRISS strategies will be implemented in the classroom and monitored by the LLT team. Two different Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature. Reading across the curriculum will be implemented by choosing one skill from student data that is a deficiency across the board, and will be used across the curriculum as an area of focus.

Every Teacher Contributes to Reading Instruction

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

Reading across the curriculum will be implemented by choosing one skill from student data that is a deficiency across the board, and will be used across the curriculum as an area of focus.
Reading strategies and the FCAT Question Task Cards will be integrated into all of the Social Studies and Science courses with the use of Informational Text; in addition to all of the elective courses.

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

Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft It Academies, as well as four different advanced programs are being offered to students, as well as dual enrollment options.

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

Courses are offered for college readiness, including Math and English, to prepare students for taking the PERT and passing the College placement test. A Career Research class is offered to students, for career planning, as well as EPEP. Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft IT Academies, as well as four different advanced programs are being offered to students, as well as dual enrollment options.

Strategies for improving student readiness for the public postsecondary level

It is our goal that 100% of the seniors meet the graduation requirement. The school counselor is working closely with our Seniors, to ensure that all students graduate on time. Students, take the ACT, SAT, PSAT, and PERT.

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	38%	30%	No	45%
American Indian				
Asian				
Black/African American				
Hispanic	36%	26%	No	42%
White				
English language learners	23%	5%	No	30%
Students with disabilities	8%	8%	Yes	17%
Economically disadvantaged	34%	29%	Yes	41%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	19%	29%
Students scoring at or above Achievement Level 4	12	12%	16%

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)	15	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	31%	38%

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	24	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	54%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	54%	56%	Yes	58%
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	46%	49%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	48%	51%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		12%

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)			
Participation in STEM-related experiences provided for students			

High Schools

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	19%	18%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	1	2%	1%
Students with grade point average less than 2.0	28	19%	18%
Students who fail to progress on-time to tenth grade	1	2%	1%
Students who receive two or more behavior referrals	14	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	1%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Goals Summary

G1. On the 2013 Reading FCAT 2.0 student proficiency (level 3 or above) was 30%. Our goal for the 2014 FCAT 2.0 Reading is to increase student proficiency to 45% indicating an increase of 15 percentage points.

G2. Our goal is to ensure that 66% (20) students are on time graduates who score college reading on the Post secondary Education Readiness Test (PERT).

G3. On the 2013 Writing FCAT 2.0 student proficiency (level 3.5 or above) was 63%. Our goal for the 2014 FCAT 2.0 Writing is to increase student proficiency to 67% indicating an increase of 4 percentage points.

G4. Our goal is to ensure that 60% (18) our students are on time graduates who score college reading on the Post secondary Education Readiness Test (PERT).

G5. On the 2013 Algebra I EOC student proficiency (level 3 or above) was 27%. Our goal for the 2014 Algebra 1 EOC is to increase student proficiency to 34% indicating an increase of 7 percentage points.

G6. On the 2013 Geometry EOC student proficiency (level 3 or above) was 60%. Our goal for the 2014 Geometry EOC is to increase student proficiency to 64% indicating an increase of 4 percentage points.

G7. On the 2013 Biology EOC students proficiency (level 3 or above was) 58%. Our goal is to increase student proficiency to 63%, indicating an increase of 5 percentage points.

G8. Our goal is to increase the STEM learning opportunities for students, from 26% which is the current enrollment in our Microsoft IT Academy to 36%, an increase of 10 percentage points.

G9. Our goal is to increase the amount of students enrolling in one ore more CTE Course from 26% by 10 percentage points to 36%.

G10. Our goal is to increase the amount of passing scores on US History EOC's by 60 percentage points from 0% to 60%.

G11. Our school will increase student attendance by decreasing students who missed 10% or more of the available instructional time; the amount of student in 9th grade who fail two or more courses will decrease by 10% including those with a grade point average

G12. Our goal is that 85% of our senior class, graduate on time and with a high school diploma awarded a 1 percentage point increase from last year (84%).

Goals Detail

G1. On the 2013 Reading FCAT 2.0 student proficiency (level 3 or above) was 30%. Our goal for the 2014 FCAT 2.0 Reading is to increase student proficiency to 45% indicating an increase of 15 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Instructional pacing guides, focus calendars, IReady, Extended School Day; School-Wide Differentiated Instruciton Sessions; Curriculum Associates Common Core Ready and Florida Ready Practice Books, Science Coach Student Test Prep Books; Writing Coach Student Test Prep Books, Data from CTBS Norm-Referenced Test; 100 station Technology Lab; Advanced Programs for trade.

Targeted Barriers to Achieving the Goal

- The area of deficiency for 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process; due to limited opportunities to interact with Informational Text.

- The area of deficiency for 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to the fact that students have limited exposure to character and plot analysis.

- The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

- The area of deficiency in the Listening/Speaking portion of the CELLA is due to students have limited opportunities to listen and speak academic English outside the classroom.

- The area of deficiency in the Reading portion of the CELLA is due to students having limited opportunities to reading in English outside the classroom.

- The area of deficiency in the Writing portion of the CELLA is due to students having limited opportunities to write academic English outside the classroom.

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

- Due to the large population of ELL learners in our graduating class, it is a priority to provide our students with post secondary reading readiness.

Plan to Monitor Progress Toward the Goal

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

CTBS Norm Referenced Results; District Interim Assessments; 2014 FCAT 2.0 Reading

G2. Our goal is to ensure that 66% (20) students are on time graduates who score college reading on the Post secondary Education Readiness Test (PERT).

Targets Supported

Resources Available to Support the Goal
- 100 station technology lab; school wide differentiated instruction; extended school time; full time counselor

Targeted Barriers to Achieving the Goal
- Most of our seniors are ELL learners, who struggle with language deficiencies.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Interim Assessment Data; CTBS Norm Referenced Data

G3. On the 2013 Writing FCAT 2.0 student proficiency (level 3.5 or above) was 63%. Our goal for the 2014 FCAT 2.0 Writing is to increase student proficiency to 67% indicating an increase of 4 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Instructional pacing guide, focus calendars, extended school day, school-wide differentiated instruction sessions; Curriculum Associates Common Core Ready and Florida Ready Practice Books; Writing Coach Student Test Prep Books; 100 station technology lab

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by LLT and MTSS/RTI teams in order to monitor student's progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible
LLT, Administration, and MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: Monthly writing prompts; District Interim Assessments

G4. Our goal is to ensure that 60% (18) our students are on time graduates who score college reading on the Post secondary Education Readiness Test (PERT).

Targets Supported

Resources Available to Support the Goal
- Full Time Counselor; School Wide DI Program; Extended School

Targeted Barriers to Achieving the Goal
- Most of the students in our Senior class, are ELL learners and struggle with the language of the PERT.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Bi Weekly Assessment Data; Interim Assessment Data; CTBS Norm Referenced Data

G5. On the 2013 Algebra I EOC student proficiency (level 3 or above) was 27%. Our goal for the 2014 Algebra 1 EOC is to increase student proficiency to 34% indicating an increase of 7 percentage points.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- 100 station technology lab; Everglades FCAT prep book; iReady diagnostic; 1 additional Algebra teacher; 3 highly qualified paraprofessionals.

Targeted Barriers to Achieving the Goal
- Students need increased experiences with technology especially reading problems on screen, working them out on paper ad then reporting the answer on the computer. Students are exhibiting overall difficulty with all categories in Algebra I.
- Students had the most difficulty with polynomials.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment and other available data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments; CTBS Norm Referenced Test Data; Algebra I EOC 2014

G6. On the 2013 Geometry EOC student proficiency (level 3 or above) was 60%. Our goal for the 2014 Geometry EOC is to increase student proficiency to 64% indicating an increase of 4 percentage points.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- 100 station technology lab; Everglades FCAT prep book; 3 highly qualified paraprofessionals

Targeted Barriers to Achieving the Goal
- The results of the 2013 Geometry EOC indicate that students had significant difficulties with Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. On the 2013 Biology EOC students proficiency (level 3 or above was) 58%. Our goal is to increase student proficiency to 63%, indicating an increase of 5 percentage points.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Instructional Pacing Guides, focus calendars, extended school day; school wide differentiated instruction sessions; Triumph Learning Science Coach student books, data from CTBS Norm Referenced Test; 100 station technology lab.

Targeted Barriers to Achieving the Goal
- Based on the results of the 2013 Biology EOC, students scoring at Level 3 have difficulty in all reporting categories.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Interim Assessment Data; iReady reports; CTBS Norm Referenced; Summative; FCAT 2.0 2014

G8. Our goal is to increase the STEM learning opportunities for students, from 26% which is the current enrollment in our Microsoft IT Academy to 36%, an increase of 10 percentage points.

Targets Supported
- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal
- Microsoft IT Academies; 100 station technology lab.

Targeted Barriers to Achieving the Goal
- Few opportunities for advanced level STEM learning activities within school.

Plan to Monitor Progress Toward the Goal

Full Implementation of Microsoft IT Academy by September 2013; Full Implementation of Advanced Programs by September 2014

Person or Persons Responsible
Administration

Target Dates or Schedule:
Sept 2013; Sept 2014

Evidence of Completion:
Course Offerings

G9. Our goal is to increase the amount of students enrolling in one ore more CTE Course from 26% by 10 percentage points to 36%.

Targets Supported
- CTE

Resources Available to Support the Goal
- Microsoft IT Academy; 4 Advanced Programs with Industry Certification; 100 station technology lab.

Targeted Barriers to Achieving the Goal
- May students have to take intensive courses which limits the amount of CTE courses they can take.

Plan to Monitor Progress Toward the Goal

Evaluate CTE course enrollment; advertise and promote CTE courses and Advanced programs, within the community, and to the feeder pattern schools.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Quarterly meeting reports

G10. Our goal is to increase the amount of passing scores on US History EOC's by 60 percentage points from 0% to 60%.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- 100 station computer lab; 3 full time paraprofessionals; coach test prep books; instructional pacing guides; focus calendars.

Targeted Barriers to Achieving the Goal
- Upon completion of the U.S. History District Baseline assessment and review of course benchmarks. Students have limited understanding and knowledge of the U.S. Constitution.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Interim Assessments; 2014 US History EOC

G11. Our school will increase student attendance by decreasing students who missed 10% or more of the available instructional time; the amount of student in 9th grade who fail two or more courses will decrease by 10% including those with a grade point average

Targets Supported
- EWS
- EWS - High School

Resources Available to Support the Goal
- 2 full time counselors

Targeted Barriers to Achieving the Goal
- Parent unawareness of importance of attendance in students academic growth.
- Increase in number of students may results in some suspension cases.
- Monitor behavior referrals; and meet with students.
- Students who are struggling in ninth grade and failing two or more consecutive courses in any subject area, with a GPA less than 2.0 will meet every four weeks with the guidance counselor, and parents will be kept informed.

Plan to Monitor Progress Toward the Goal

Meet with guidance counselor to review: attendance truancy; struggling students who are in danger of failing a course; behavior SCAMS.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Quarterly report to Principal.

G12. Our goal is that 85% of our senior class, graduate on time and with a high school diploma awarded a 1 percentage point increase from last year (84%).

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- 100 station computer lab; availability of FLVS courses; 1 full time guidance counselor

Targeted Barriers to Achieving the Goal
- Students need to pass the 10th grade FCAT Reading, as well as complete their coursework as indicated by graduation requirements.

Plan to Monitor Progress Toward the Goal

Meet with guidance counselor to review: attendance truancy; struggling students who are in danger of failing a course; behavior SCAMS.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly Report from Guidance Counselor to Principal

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 Reading FCAT 2.0 student proficiency (level 3 or above) was 30%. Our goal for the 2014 FCAT 2.0 Reading is to increase student proficiency to 45% indicating an increase of 15 percentage points.

G1.B1 The area of deficiency for 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process; due to limited opportunities to interact with Informational Text.

G1.B1.S1 Students will be given instruction and time for application to quote explicitly from the text when drawing inferences.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; IReady Assessment; Bi-Weekly Benchmark Data.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every four weeks

Evidence of Completion

Interim Assessments, CTBS Norm-Reference Test

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reveiwed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every four weeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; FAIR Assessment Data; IReady reports; SuccessNet Reports; Teacher made assessments; CTBS Norm-Refrence Test

G1.B2 The area of deficiency for 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to the fact that students have limited exposure to character and plot analysis.

G1.B2.S1 Students should practice identifying the methods of development, as well as multiple patterns within a single passage.

Action Step 1

Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples; iReady reports; Bi-Weekly Benchmark Assessments

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

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test results

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data Results; 2014 FCAT Reading 2.0

G1.B3 The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G1.B3.S1 Vocabulary strategies and application will be taught extensively across the subject areas.

Action Step 1

• Students will…. o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady reports; Weekly Benchmark assessment data

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

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Tests

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Test Results; 2014 FCAT Reading 2.0

G1.B4 The area of deficiency in the Listening/Speaking portion of the CELLA is due to students have limited opportunities to listen and speak academic English outside the classroom.

G1.B4.S1 Students will be given opportunities to listen and speak to academic English within the classroom.

Action Step 1

Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady reports; Bi-weekly Benchmark Assessment Data

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

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

District Interim Assessment Data; CTBS norm referenced data results; 2014 FCAT 2.0 Reading

G1.B5 The area of deficiency in the Reading portion of the CELLA is due to students having limited opportunities to reading in English outside the classroom.

G1.B5.S1 students will be given opportunities to listen and speak English within the classroom.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theatre, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a means to increase vocabulary development. Word Walls, Graphic Organizers, and Word Banks will be used in all the classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady reports; Biweekly benchmark exam results

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; iReady reports; SuccessNet reports; teacher made assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; 2014 CELLA results

G1.B6 The area of deficiency in the Writing portion of the CELLA is due to students having limited opportunities to write academic English outside the classroom.

G1.B6.S1 Students will be given opportunities to write academic English in the classroom.

Action Step 1

Reading Response Journals will be kept by every Reading/Language Arts teachers. Dialogue Journals, Graphic Organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples; Bi-Weekly Benchmark results; iReady reports

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

Following the FCIM bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; 2014 CELLA results

G1.B7 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G1.B7.S1 Students will receive instruction in presenting detailed evidence, examples, and reasoning to support effective arguments.

Action Step 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady reports; Bi Weekly Benchmark results

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment data; CTBS Norm Referenced Data; 2014 FCAT 2.0 Writing 2014

G1.B8 Due to the large population of ELL learners in our graduating class, it is a priority to provide our students with post secondary reading readiness.

G1.B8.S1 It is our goal that 100% of the seniors meet the graduation requirement. The school counselor is working closely with our Seniors, to ensure that all students graduate on time.

Action Step 1

Courses are offered for college readiness, including Math and English, to prepare students for taking the PERT and passing the College placement test. A Career Research class is offered to students, for career planning, as well as EPEP. Students, take the ACT, SAT, PSAT, and PERT.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student participation in PERT, career research classes; EPEP, ACT; SAT; and PSAT.

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

Monitor students to ensure that they are meeting graduation requirements.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Week

Evidence of Completion

Student grade reports; scores in PSAT, SAT, ACT.

Plan to Monitor Effectiveness of G1.B8.S1

Monitor students and guidance counselor to ensure students are not only completing graduation requirements but also post secondary readiness, for universities/colleges.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports; transcripts; passing scores on SAT/ACT.

G2. Our goal is to ensure that 66% (20) students are on time graduates who score college reading on the Post secondary Education Readiness Test (PERT).

G2.B1 Most of our seniors are ELL learners, who struggle with language deficiencies.

G2.B1.S1 Students are enrolled in a Language Arts PERT Preparation class.

Action Step 1

Students will receive instruction in: • Discerning and summarizing the most important ideas, events, or information • Supporting or challenging assertions about the text • Determining the meaning of words and phrases in context • Analyzing the meaning, word choices, tone, and organizational structure of the text • Determining the author's purpose and the relation of events in the text to one another • Recognizing relationships within and between sentences • Analyzing the traits, motivations, and thoughts of individuals in fiction and nonfiction • Analyzing how two or more texts with different styles, points of view, or arguments address similar topics or themes • Distinguishing between facts and opinions • Evaluating reasoning and rhetoric of an argument or explanation

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

BiWeekly Assessment Data

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi Weekly

Evidence of Completion

BiWeekly Assessement Data; Interim Assessment Data

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Bi Weekly Assessment Data; Available Interim Assessment Data;

G3. On the 2013 Writing FCAT 2.0 student proficiency (level 3.5 or above) was 63%. Our goal for the 2014 FCAT 2.0 Writing is to increase student proficiency to 67% indicating an increase of 4 percentage points.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Instruction and application will be provided for students to present detailed evidence, examples, and reasoning to support effective arguments.

Action Step 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Portoflios

Facilitator:

Zelda Glazer

Participants:

Taffy Cherill and Sindy Acosta

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

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT team in order to monitor student's progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Monthly writing prompts; District Interim Assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT team in order to monitor student's progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Leadership Team and LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Student Portfolios; Interim Assessments

G4. Our goal is to ensure that 60% (18) our students are on time graduates who score college reading on the Post secondary Education Readiness Test (PERT).

G4.B1 Most of the students in our Senior class, are ELL learners and struggle with the language of the PERT.

G4.B1.S1 Students are enrolled in a PERT preparation course.

Action Step 1

Students will receive instruction in/and strategies for: • Equations — solving linear equations, linear inequalities, quadratic equations, and literal equations • Evaluating algebraic expressions • Polynomials — factoring, simplifying, adding, subtracting, multiplying, and dividing • Dividing by monomials and binomials • Applying standard algorithms or concepts • Coordinate planes — translate between lines and inspect equations • Focusing on pairs of simultaneous linear equations in two variables

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessment Data

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Bi Weekly Assessment Data

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Bi Weekly Assessment Data; Available Interim Assessment Data

G5. On the 2013 Algebra I EOC student proficiency (level 3 or above) was 27%. Our goal for the 2014 Algebra 1 EOC is to increase student proficiency to 34% indicating an increase of 7 percentage points.

G5.B1 Students need increased experiences with technology especially reading problems on screen, working them out on paper ad then reporting the answer on the computer. Students are exhibiting overall difficulty with all categories in Algebra I.

G5.B1.S1 Develop and implement a rubric for students to use to gain more experience in solving on screen problems.

Action Step 1

Develop and implement a rubric for students to gain more experience in solving on screen problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work; biweekly benchmark data

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

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four WEeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

District Interim Assessments; CTBS Norm Referenced Test data; Algebra I EOC 2014

G5.B2 Students had the most difficulty with polynomials.

G5.B2.S1 Additional instructional time spent on the instruction and application of polynomials.

Action Step 1

Provide students with opportunities to: *Apply the laws of exponents to simplify monomial expressions with integral exponents. *Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. *Completely factor polynomials. *Simplify rational expressions *Divide polynomials by monomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; biweekly benchmark data

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

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments; Interim Assessment Data; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G6. On the 2013 Geometry EOC student proficiency (level 3 or above) was 60%. Our goal for the 2014 Geometry EOC is to increase student proficiency to 64% indicating an increase of 4 percentage points.

G6.B1 The results of the 2013 Geometry EOC indicate that students had significant difficulties with Trigonometry and Discrete Mathematics.

G6.B1.S1 Additional time will be provided for the instruction and application of Trigonometry and Discrete Mathematics.

Action Step 1

Students will be provided with opportunities to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessment; Bi-weekly benchmark assessments

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; SuccessNet reports; Teacher Made Assessments; student work

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. On the 2013 Biology EOC students proficiency (level 3 or above was) 58%. Our goal is to increase student proficiency to 63%, indicating an increase of 5 percentage points.

G7.B1 Based on the results of the 2013 Biology EOC, students scoring at Level 3 have difficulty in all reporting categories.

G7.B1.S1 Provide inquiry-based hands on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

Action Step 1

Teachers will develop differentiation instruction groups by class periods according to the weakest performing benchmarks based on the available data. Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs. Use technology (Gizmos, Discovery) to enhance and remediate student conceptual understanding of biology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; Weekly Assessments; Data

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

BiWeekly

Evidence of Completion

Formative Assessments-Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

G8. Our goal is to increase the STEM learning opportunities for students, from 26% which is the current enrollment in our Microsoft IT Academy to 36%, an increase of 10 percentage points.

G8.B1 Few opportunities for advanced level STEM learning activities within school.

G8.B1.S1 Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum.

Action Step 1

Cross disciplinary teams will identify STEM objectives and schedule on school focus calendar. Offer dual enrollment or advanced placement courses to enhance STEM instruction for CTE curriculum.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Implementation of Advanced Programs

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

Teacher will be trained to use Discovery Education resources to increase STEM integration in CTE instruction, by attending PD.

Person or Persons Responsible

District Provided PD

Target Dates or Schedule

Throughout the School Year

Evidence of Completion

Teacher PD Logs

Plan to Monitor Effectiveness of G8.B1.S1

Offer STEM-related; career curriculum through registered career-themed courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2014

Evidence of Completion

Course Offerings

G9. Our goal is to increase the amount of students enrolling in one ore more CTE Course from 26% by 10 percentage points to 36%.

G9.B1 May students have to take intensive courses which limits the amount of CTE courses they can take.

G9.B1.S1 Increase amount of students taking CTE courses.

Action Step 1

Encourage articulation of middle and high school feeder pattern programs; especially the Microsoft OT certificate beginning with the 6th grade students. Implement strategies to decrease the amount of students needing to take remedial and course recovery classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

of students enrolled in CTE courses.

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

Conduct self-asessments of career academies using National Career Academy Coalition (NCAC) resources. Schedule career academy students in cohorts with common academic and CTE courses.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Log

Plan to Monitor Effectiveness of G9.B1.S1

Monitor the amount of students who are passing the CTE courses and receiving credit.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Log based on student grade information from ISIS.

G11. Our school will increase student attendance by decreasing students who missed 10% or more of the available instructional time; the amount of student in 9th grade who fail two or more courses will decrease by 10% including those with a grade point average

G11.B1 Parent unawareness of importance of attendance in students academic growth.

G11.B1.S1 Increase parent awareness.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI TEam.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance bulletin; correspondence with parents; SST documentation

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

Monitor student attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Truancy cases entered on ISIS.

Plan to Monitor Effectiveness of G11.B1.S1

Meeting with guidance counselor to review: attendance truancy, struggling students who in danger of failing a course; behavior SCAMS.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Meeting Written updates; Minutes

G11.B2 Increase in number of students may results in some suspension cases.

G11.B2.S1 Inform parents of code of student conduct; as well as of the school's preventive discipline policy.

Action Step 1

Preventive discipline policy in the school minimizes the potential problems leading to suspension. School staff involves the parents immediately and before the consequences become inevitable. Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

As Needed

Evidence of Completion

Parent Workshop attendance logs.

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

Monitor behavior referrals; and meet with students.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

ISIS; SCAMS

Plan to Monitor Effectiveness of G11.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11.B4 Students who are struggling in ninth grade and failing two or more consecutive courses in any subject area, with a GPA less than 2.0 will meet every four weeks with the guidance counselor, and parents will be kept informed.

G11.B4.S1 Struggling students will be referred to the MTSS/RTI team by following the process.

Action Step 1

Monitor student progress in courses; provide differentiated instruction; contact parents to inform of student progress; when needed initiate the Tier II process for RTI, inform SPED coordinator.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student grade point averages; Student course completion.

Plan to Monitor Fidelity of Implementation of G11.B4.S1

After being referred to the MTSS/RTI team, students will begin process for RTI.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Lesson Plans; placement in Tier II/Tier III

Plan to Monitor Effectiveness of G11.B4.S1

Following the FCIM model students progress will be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Student grades.

G12. Our goal is that 85% of our senior class, graduate on time and with a high school diploma awarded a 1 percentage point increase from last year (84%).

G12.B1 Students need to pass the 10th grade FCAT Reading, as well as complete their coursework as indicated by graduation requirements.

G12.B1.S1 School Counselor will meet every four weeks with students, to review student progress in completion of graduation requirements.

Action Step 1

Meetings with student every four weeks to ensure that they are on track to meet graduation requirements (Seniors).

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Student completion of graduation requirements.

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

Meeting with students (11th graders) to ensure that they are on track for graduation.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Student progression.

Plan to Monitor Effectiveness of G12.B1.S1

The school counselor will ensure that upon entrance to 9th grade, all students are on track in completing required coursework to meet graduation requirements.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Report from School Counselor

G12.B1.S2 Students who need to retake the Reading FCAT are placed in small groups for Reading instruction as well as school wide tutoring to provide instruction in areas of deficiency.

Action Step 1

School Wide extended Differentiated Instruction for students who have failed the 10th grade Reading FCAT beginning in 11th grade.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments; BiWeekly Assessments

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Students will be placed in differentiated instruction groups based on their deficiencies as reported in the FCAT 2.0 Reading reporting categories. Triumph Learning FCAT prep resources will be used in instruction, to prepare students for the test.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-Weekly Assessment Data; Lesson Plans; Grouping

Plan to Monitor Effectiveness of G12.B1.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; BiWeekly Assessment Data

Coordination and Integration

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

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

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

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

educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start
Adult Education
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Job Training
Other
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care 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.

G3. On the 2013 Writing FCAT 2.0 student proficiency (level 3.5 or above) was 63%. Our goal for the 2014 FCAT 2.0 Writing is to increase student proficiency to 67% indicating an increase of 4 percentage points.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Instruction and application will be provided for students to present detailed evidence, examples, and reasoning to support effective arguments.

PD Opportunity 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Facilitator

Zelda Glazer

Participants

Taffy Cherill and Sindy Acosta

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Portoflios

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0 student proficiency (level 3 or above) was 30%. Our goal for the 2014 FCAT 2.0 Reading is to increase student proficiency to 45% indicating an increase of 15 percentage points.	$204,670
G9.	Our goal is to increase the amount of students enrolling in one ore more CTE Course from 26% by 10 percentage points to 36%.	$7,000
	Total	$211,670

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Professional Development	Other	Total
School Operational Budget	$9,220	$95,000		$450	$107,000	$211,670
Total	$9,220	$95,000		$450	$107,000	$211,670

Budget Details

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

G1. On the 2013 Reading FCAT 2.0 student proficiency (level 3 or above) was 30%. Our goal for the 2014 FCAT 2.0 Reading is to increase student proficiency to 45% indicating an increase of 15 percentage points.

G1.B2 The area of deficiency for 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to the fact that students have limited exposure to character and plot analysis.

G1.B2.S1 Students should practice identifying the methods of development, as well as multiple patterns within a single passage.

Action Step 1

Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts.

Resource Type

Evidence-Based Program

Resource

Common Core Ready Books and iReady diagnostic

Funding Source

School Operational Budget

Amount Needed

$4,500

G1.B3 The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G1.B3.S1 Vocabulary strategies and application will be taught extensively across the subject areas.

Action Step 1

• Students will…. o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Resource Type

Evidence-Based Program

Resource

CTBS Norm Referenced Test

Funding Source

School Operational Budget

Amount Needed

$3,600

G1.B4 The area of deficiency in the Listening/Speaking portion of the CELLA is due to students have limited opportunities to listen and speak academic English outside the classroom.

G1.B4.S1 Students will be given opportunities to listen and speak to academic English within the classroom.

Action Step 1

Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Resource Type

Personnel

Resource

1 College Prep Reading Teacher

Funding Source

School Operational Budget

Amount Needed

$40,000

G1.B5 The area of deficiency in the Reading portion of the CELLA is due to students having limited opportunities to reading in English outside the classroom.

G1.B5.S1 students will be given opportunities to listen and speak English within the classroom.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theatre, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a means to increase vocabulary development. Word Walls, Graphic Organizers, and Word Banks will be used in all the classrooms.

Resource Type

Professional Development

Resource

iReady Diagnostic Training

Funding Source

School Operational Budget

Amount Needed

$450

G1.B6 The area of deficiency in the Writing portion of the CELLA is due to students having limited opportunities to write academic English outside the classroom.

G1.B6.S1 Students will be given opportunities to write academic English in the classroom.

Action Step 1

Reading Response Journals will be kept by every Reading/Language Arts teachers. Dialogue Journals, Graphic Organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Resource Type

Evidence-Based Program

Resource

Reading-Literature Books

Funding Source

School Operational Budget

Amount Needed

$1,120

G1.B7 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G1.B7.S1 Students will receive instruction in presenting detailed evidence, examples, and reasoning to support effective arguments.

Action Step 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Resource Type

Personnel

Resource

3 Highly Qualified Personnel

Funding Source

School Operational Budget

Amount Needed

$55,000

G1.B8 Due to the large population of ELL learners in our graduating class, it is a priority to provide our students with post secondary reading readiness.

G1.B8.S1 It is our goal that 100% of the seniors meet the graduation requirement. The school counselor is working closely with our Seniors, to ensure that all students graduate on time.

Action Step 1

Courses are offered for college readiness, including Math and English, to prepare students for taking the PERT and passing the College placement test. A Career Research class is offered to students, for career planning, as well as EPEP. Students, take the ACT, SAT, PSAT, and PERT.

Resource Type

Other

Resource

Career Technical Education-Advanced Programs

Funding Source

School Operational Budget

Amount Needed

$100,000

G9. Our goal is to increase the amount of students enrolling in one ore more CTE Course from 26% by 10 percentage points to 36%.

G9.B1 May students have to take intensive courses which limits the amount of CTE courses they can take.

G9.B1.S1 Increase amount of students taking CTE courses.

Action Step 1

Encourage articulation of middle and high school feeder pattern programs; especially the Microsoft OT certificate beginning with the 6th grade students. Implement strategies to decrease the amount of students needing to take remedial and course recovery classes.

Resource Type

Other

Resource

Dual Enrollment and Early Admission

Funding Source

School Operational Budget

Amount Needed

$7,000