



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Westland Hialeah Senior High School

4000 W 18TH AVE

Hialeah, FL 33012

305-818-3000

<http://westland.dadeschools.net>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 91%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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

Westland Hialeah Senior High School

##### Principal

Giovanna Blanco

##### School Advisory Council chair

Arlene Socorro

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

Name	Title
Robin Bocclair	Assistant Principal
Beatriz Sears	Assistant Principal
William Smith	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, UTD steward – 1, teachers – 6, parents – 6, educational support – 2, student – 2, parents - 7, BCR –2

#### Involvement of the SAC in the development of the SIP

The SAC members shared input with SIP writing team for developing and writing the SIP during the last EESAC meeting. Members received electronic copies of the documents the team used to draft SIP.

#### Activities of the SAC for the upcoming school year

The SAC will assist in the development of the SIP, monitor its implementation and provide support to reach the academic goals delineated.

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

Provide incentives for students making significant progress toward set learning goals - \$1,899.99  
Truancy Prevention- Provide incentives for students with improved attendance -\$1,000.00  
Printing of the Student Code of Conduct-\$50.00  
Printing graduation requirement leaflets-\$50.00

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Giovanna Blanco**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

Bachelors in English Education

Masters in Ed. Leadership

Certificate Expiration Date: 2016 Certifications/Endorsements:  
ENGLISH, GIFTED, MG ENGLISH, ED LEADERSHIP**Performance Record**

2013 – School Grade C

Rdg. Proficiency, 56%

Math Proficiency, 60%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% -  
76 pointsMath Imp. of Lowest 25% -  
73 points

Rdg. AMO –Yes

Math AMO–Yes

2012 – School Grade A

Rdg. Proficiency, 52%

Math Proficiency, 57%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 56 points

Rdg. Imp. of Lowest 25% -  
75 pointsMath Imp. of Lowest 25% -  
49 points

Rdg. AMO - Yes

Math AMO - Yes

2011 – School Grade

High Standards Rdg, 48

High Standards Math, 77

Rdg. Lrg. Gains, 56

Math Lrg. Gains, 74

Gains-Rdg. 25% - 54

Gains, Math 25% - 65

2010 School Grade - A

High Standards Rdg, 83

High Standards Math, 83

Rdg. Lrg. Gains, 73

Math Lrg. Gains, 70

Gains-Rdg. 25% - 68

Gains, Math 25% - 79

2009 School Grade - A

High Standards Rdg, 83

High Standards Math, 84

Rdg. Lrg. Gains, 52

Math Lrg. Gains, 71

Gains-Rdg. 25% - 73

Gains, Math 25% - 67



**William Smith**

Asst Principal

Years as Administrator: 11

Years at Current School: 2

**Credentials**

Certificate Expiration Date: 2015  
 BA – History, University of Florida;  
 MS – Educational Leadership, Florida  
 International University;  
 Educational Leadership  
 Certification – State of Florida

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 45%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% -  
 69 points  
 Math Imp. of Lowest 25% -  
 60 points  
 Rdg. AMO – No  
 Math AMO– Yes  
 2012 – School Grade D  
 Rdg. Proficiency, 48%  
 Math Proficiency, 35%  
 Rdg. Lrg. Gains, 63 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% -  
 67 points  
 Math Imp. of Lowest 25% -  
 64 points  
 Rdg. AMO – Yes  
 Math AMO– No  
 2011 – School Grade C  
 High Standards Rdg, 57  
 High Standards Math, 47  
 Rdg. Lrg. Gains, 62  
 Math Lrg. Gains, 55  
 Gains-Rdg. 25% - 75  
 Gains, Math 25% - 70  
 2010 – School Grade C  
 High Standards Rdg, 53  
 High Standards Math, 52  
 Rdg. Lrg. Gains, 60  
 Math Lrg. Gains, 61  
 Gains-Rdg. 25% - 71  
 Gains, Math 25% - 71  
 2009 – School Grade C  
 High Standards Rdg, 56  
 High Standards Math, 50  
 Rdg. Lrg. Gains, 25  
 Math Lrg. Gains, 63

Gains-Rdg. 25% - 70  
Gains, Math 25% - 74

**Beatriz Sears**

Asst Principal

Years as Administrator: 10

Years at Current School: 3

**Credentials**

Certificate Expiration Date: 2013  
 BS – Exceptional  
 Student Education, Nova  
 Southeastern University;  
 MS – Exceptional  
 Student Education, Florida  
 International University;  
 Educational Leadership  
 Certification – State of Florida

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 45%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% -  
 69 points  
 Math Imp. of Lowest 25% -  
 60 points  
 Rdg. AMO – No  
 Math AMO– Yes  
 2012 – School Grade B  
 Rdg. Proficiency, 48%  
 Math Proficiency, 58%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% -  
 79 points  
 Math Imp. of Lowest 25% -  
 69 points  
 Rdg. AMO – No  
 Math AMO– Yes  
 2011 – School Grade A  
 High Standards Rdg, 37  
 High Standards Math, 63  
 Rdg. Lrg. Gains, 52  
 Math Lrg. Gains, 75  
 Gains-Rdg. 25% - 62  
 Gains, Math 25% - 79  
 2010 – School Grade D  
 High Standards Rdg, 43  
 High Standards Math, 51  
 Rdg. Lrg. Gains, 53  
 Math Lrg. Gains, 61  
 Gains-Rdg. 25% - 59  
 Gains, Math 25% - 58  
 2009 – School Grade F  
 High Standards Rdg, 45

High Standards Math, 47  
Rdg. Lrg. Gains, 61  
Math Lrg. Gains, 47  
Gains-Rdg. 25% - 58  
Gains, Math 25% - 57

**Robin Boclair**

Asst Principal

Years as Administrator: 5

Years at Current School: 1

**Credentials**Certificate Expiration Date: 2015 Certifications/Endorsements:  
BUS ED, OCCUP SPEC, ED LEADERSHIP, MARKETING

2013 – School Grade  
Rdg. Proficiency, 45%  
Math Proficiency, 60%  
Rdg. Lrg. Gains, 68 points  
Math Lrg. Gains, 67 points  
Rdg. Imp. of Lowest 25% -  
69 points  
Math Imp. of Lowest 25% -  
60 points

Rdg. AMO – No  
Math AMO– Yes  
2012 – School Grade B  
Rdg. Proficiency, 48%  
Math Proficiency, 58%  
Rdg. Lrg. Gains, 70 points  
Math Lrg. Gains, 65 points  
Rdg. Imp. of Lowest 25% -  
79 points  
Math Imp. of Lowest 25% -  
69 points

**Performance Record**

Rdg. AMO – No  
Math AMO– Yes  
2011 – School Grade C  
High Standards Rdg, 42  
High Standards Math, 80  
Rdg. Lrg. Gains, 49  
Math Lrg. Gains, 80  
Gains-Rdg. 25% - 47  
Gains, Math 25% - 79

2010 – School Grade C  
High Standards Rdg, 41  
High Standards Math, 77  
Rdg. Lrg. Gains, 48  
Math Lrg. Gains, 76  
Gains-Rdg. 25% - 71  
Gains, Math 25% - 71

2009 – School Grade B  
High Standards Rdg, 38  
High Standards Math, 74  
Rdg. Lrg. Gains, 33  
Math Lrg. Gains, 57  
Gains-Rdg. 25% - 65  
Gains, Math 25% - 84

**Classroom Teachers**

**# of classroom teachers**

96

**# receiving effective rating or higher**

96, 100%

**# Highly Qualified Teachers**

66%

**# certified in-field**

92, 96%

**# ESOL endorsed**

30, 31%

**# reading endorsed**

16, 17%

**# with advanced degrees**

45, 47%

**# National Board Certified**

3, 3%

**# first-year teachers**

2, 2%

**# with 1-5 years of experience**

11, 11%

**# with 6-14 years of experience**

55, 57%

**# with 15 or more years of experience**

28, 29%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

0, 0%

**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**

Teachers will be supported through quality professional development opportunities such as Professional Learning Communities and Data-Driven Instruction inservices provided by Irledia Martinez, PD Liaison and National Board Certified teacher. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year.

## 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

New-to-the-profession teachers will be paired with veteran teachers to share in best practices through Professional Learning Communities. Irledia Martinez, PD Liaison, MINT-trained mentor and National Board Certified Teacher.

## 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. 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**

- Giovanna Blanco, Principal
- Beatriz Sears, Assistant Principal
- Myrna Fiallo, Reading Coach
- Tania Mondol, Mathematics Department Head
- Zaida Mesa, Guidance Department Head
- Naidy Ortiz, SPED Department Chair

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically monthly to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

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

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

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

1. At Westland Hialeah Senior, Edusoft, PMRN, Cella, and FCAT data will be used to guide instructional decisions and system procedures for all students to:

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

2. Managed data will include:

#### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures



- Voyager Phonemic Awareness and Phonics measures
  - Success Maker Utilization and Progress Reports
  - Interim assessments
  - State/Local Math and Science assessments
  - FCAT
  - Student grades
  - School site specific assessments
- Behavior
- Student Case Management System
  - Detentions
  - Suspensions/expulsions
  - Referrals by student behavior, staff behavior, and administrative context
  - Office referrals per day per month
  - Team climate surveys
  - Attendance
  - Functional Assessment
  - Frequency Monitoring

### **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. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using Perceptions of Practices, Perceptions of RtI, Coaching Evaluation surveys and Tier I and II Observation and Critical Components Checklist, among others, to reach a rating of at least 80% MTSS implementation in the school.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 640

After-school and Saturday Academy will provide opportunities for instruction in core academic subjects and enrichment activities that contribute to a well-rounded education. Tutoring interventions will use research-based and build in opportunities for students to experience incremental success and to reinforce skills and concepts.

Teachers will collaborate, plan, and engage in quality professional development through the implementation of grade-level and content-area Professional Learning Communities and Vertical Teams.

### **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?**

Following Fall and Winter Interims, teachers will receive Edusoft reports showing the progress of each grade and subgroup. Using the school site data protocol, instructional coaches and teachers will review the assessments with students and hold Data Chats. Students showing deficiencies will be offered after school tutoring as well as Saturdays tutorial opportunities available using the Differentiated Instruction groups.

### **Who is responsible for monitoring implementation of this strategy?**

Beatriz Sears, APC

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Giovanna Blanco	Principal
Beatriz Sears	Assistant Principal
Myrna Fiallo	Reading Coach
Naidy Ortiz	SPED Department Chair
Pura Labrada	ESOL Department Chair
Susan Feliciano	Fine Arts Department Chair
Arelys Gonzalez	World Languages Department Chair
Aiza Prince	Language Arts Department Chair
Tania Mondol	Mathematics Department Chair
Jose Alvarez	Physical Education Department Chair
Andres Jimenez	Science Department Chair
Jose Miranda	Social Studies Department Chair

Name	Title
Margarita Carrasco	Vocational Department Chair

### How the school-based LLT functions

The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often. The principal will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

### Major initiatives of the LLT

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

## Every Teacher Contributes to Reading Instruction

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

Because reading processes have been identified as critical for success in all content areas, the school will:

- Provide professional development provided through Professional Learning Communities and Vertical Teams focuses on providing reading opportunities for students, using research-based strategies that further literacy and sharing interdisciplinary best practices;
- Build adolescent literacy awareness through professional development opportunities, providing teachers instructional strategies that will target struggling readers;
- Schedule regular meetings with DATA team to drive all literacy instruction and monitor student progress;
- Create a consistent focus on direct classroom teaching of critical reading skills through building Literacy Across the Curriculum Professional Learning Communities
- Provide professional development that will allow teachers opportunities to share best practices and discuss research-based strategies.
- Literacy coaches will assist teachers in developing techniques to elevate the reading achievement of all students.
- Administrators will implement instructional rounds to monitor instruction and measure progress.

## 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

Westland Hialeah Senior has a mandatory freshman orientation class that prepares students for the rigors of high school, as well as, providing them with the skills necessary for academic success. Also,

several academies allow students to explore the careers for which they have an interest in. Those academies include Early College Pathways, Education, Health-Science, and International Business. Students are encouraged to take Advanced Placement course so that they may become familiar with the commitment necessary for college work. Other courses which allow students the possibility of expanding students' academic exposure, includes the Extended Foreign Language History classes, Engineering, Critical Thinking Skills, World Literature, and Creative Writing. Also, tenth grade students that have met proficiency in the College Placement Test (CPT) or PERT will begin dual enrollment in the 2012-2013 school year, taking a Humanities and a Social Science course each semester.

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

The articulation process is paved by student requests for the upcoming school year. Hence, students are offered a series of courses that are geared for their academic improvement, advancement or remediation. Several elective courses are offered.

There are four Academies where students' aptitudes as well as their career interests are taken into consideration.

Additionally, students are required to declare a major interest of study in their freshmen year. Students meet with their counselor to discuss the course selection, and the final selection is sent home for parental signature.

**Strategies for improving student readiness for the public postsecondary level**

The strategies used for improving student readiness for the public postsecondary level include:

- Promoting the Dual Enrollment Program with Miami Dade Community College- allows students to earn college and postsecondary credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Promoting enrollment in Advanced Placement courses – Westland offers 16 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.
- Promoting the Magnet School Academies- Students will gain an understanding of business and industry workforce requirements by acquiring industry certifications.

These strategies allow students to have a better understanding and appreciation of the postsecondary opportunities available and to plan for how to acquire the skills necessary to take advantage of those opportunities.

## 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	51%	45%	No	56%
American Indian				
Asian				
Black/African American	36%	75%	Yes	42%
Hispanic	51%	44%	No	56%
White	61%	60%	No	65%
English language learners	32%	24%	No	39%
Students with disabilities	35%	18%	No	42%
Economically disadvantaged	49%	44%	No	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	248	22%	32%
Students scoring at or above Achievement Level 4	221	20%	24%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	300	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	206	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	222	35%	42%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		62%	66%

**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	245	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**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	39%	60%	Yes	45%
American Indian				
Asian				
Black/African American				
Hispanic	39%	60%	Yes	45%
White	38%	23%	No	44%
English language learners	37%	46%	Yes	43%
Students with disabilities	30%	23%	No	37%
Economically disadvantaged	38%	60%	Yes	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		60%	64%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		40%	46%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	193	42%	45%
Students scoring at or above Achievement Level 4	94	20%	22%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	29%	32%
Students scoring at or above Achievement Level 4	96	20%	22%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	172	34%	37%
Students scoring at or above Achievement Level 4	129	25%	27%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		20
Participation in STEM-related experiences provided for students	20		25%



**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	36	2%	7%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		26%	31%
Students taking one or more advanced placement exams for STEM-related courses	25	1%	6%
CTE-STEM program concentrators	17		22
Students taking CTE-STEM industry certification exams	113	7%	12%
Passing rate (%) for students who take CTE-STEM industry certification exams		33%	38%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	102	5%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	112	6%	11%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		38%	43%
Students taking CTE industry certification exams	110	6%	11%
Passing rate (%) for students who take CTE industry certification exams		23%	28%
CTE program concentrators	97	5%	10%
CTE teachers holding appropriate industry certifications	4	1%	3%

**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	204	9%	8%
Students in ninth grade with one or more absences within the first 20 days	13	2%	1%
Students in ninth grade who fail two or more courses in any subject	161	26%	25%
Students with grade point average less than 2.0	311	15%	14%
Students who fail to progress on-time to tenth grade	18	3%	2%
Students who receive two or more behavior referrals	485	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	321	15%	14%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	30	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	341	69%	71%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	87	58%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	299	67%	69%

## Goals Summary

- G1.** The result of the 2012-2013 FCAT 2.0 Reading administration indicate that 45% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9% points to 56%.
- G2.** On-time graduates who are "college ready" will increase from 62% to 66% in the 2013-2014 school year.
- G3.** The 2013 Florida Writes data indicates that 49% of tenth grade students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the level of proficiency by 5 percentage point to 54%.
- G4.** Our Mathematics goal for the 2013-2014 school year is to maintain proficiency at 45% for all students.
- G5.** On-time graduates who are "college ready" will increase from 40% to 46%.
- G6.** The 2012-2013 Algebra I EOC data indicates that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3% points to 45%.
- G7.** The results of the 2013 Geometry EOC administration indicate that 29% of students scored within the middle third. Our goal for the 2013-2014 school year is to increase student proficiency by 3% percentage points to 32%.
- G8.** The 2013 Biology EOC administration data indicates that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 37%.
- G9.** In the 2013-2014 school year, we will increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM.
- G10.** Our goal for the 2013-2014 school year is to increase enrollment in CTE courses and dual enrollment courses by 5%.
- G11.** Based on U.S. History Baseline data, the areas of deficiency were content area strands: United States History, Geography, and Humanities.
- G12.** The number of students who miss 10% or more instructional time will decrease by 1%. The number of students in 9th grade who fail two or more courses will decrease by 1%. The number of students in 9th grade with GPA less than 2.0 will decrease by 1%.

## Goals Detail

**G1.** The result of the 2012-2013 FCAT 2.0 Reading administration indicate that 45% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9% points to 56%.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Before and after school tutoring Push-in instruction

### **Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the ELL subgroup proficiency from 24% to 39% and the Hispanic subgroup proficiency from 44% to 56%. The area of deficiency for the ELL and Hispanic groups as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. ELL students will have increased opportunities to engage with and gain command of the English language.
- Our goal for the 2013-2014 school year is to increase the SWD subgroup proficiency from 18% to 42%. The area of deficiency for the SWD subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.
- Our goal for the 2013-2014 school year is to increase Level 3 student proficiency from 22% to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.
- Our goal for the 2013-2014 school year is to increase the Level 4-5 proficiency from 20% to 24%. FCAT 2.0 Levels 4-5 showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT 2.0 Reading Test in Reporting Category 4, Informational Text/ Research Process. These students will have increased opportunities to utilize text features to synthesize analyze and evaluate information.
- Our goal for the 2013-2014 school year is to increase Learning Gains from 68% to 71%. 2013 FCAT Reading data for Learning Gains show students will have increased remediation and intervention tailored to weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.
- Our goal for the 2013-2014 school year is to increase the proficiency for the Lowest 25% subgroup from 69% to 72%. Students in the lowest 25% will have increased remediation and intervention tailored to address weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.
- Our goal for the 2013-2014 school year is to increase the CELLA Listening/Speaking proficiency from 46% to 51%. As noted on the administration the 2012-2013 CELLA Listening/Speaking, students will have increased remediation and intervention that address the processing and articulating of information in English.
- Our goal for the 2013-2014 school year is to increase the CELLA Reading proficiency from 31% to 38%. As noted on the administration the 2012-2013 CELLA Reading, students will have increased remediation and intervention that address activating students' background knowledge that support the oral or written information.
- Our goal for the 2013-2014 school year is to increase the CELLA Writing proficiency from 35% to 42%. As noted on the administration the 2012-2013 CELLA Writing, students will have

increased remediation and intervention that address the processes of pre-writing, drafting and revising in a variety of different formats.

- The area of deficiency for students, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

### Plan to Monitor Progress Toward the Goal

Bi-weekly mini-assessments Bi-weekly

#### Person or Persons Responsible

LLT and administrators

#### Target Dates or Schedule:

Bi-weekly On-going

#### Evidence of Completion:

2014 FCAT

**G2.** On-time graduates who are "college ready" will increase from 62% to 66% in the 2013-2014 school year.

#### Targets Supported

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

#### Resources Available to Support the Goal

- Push-in instruction After-school tutoring

#### Targeted Barriers to Achieving the Goal

- Students will have increased opportunities to engage with complex texts.

### 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

The LLT along with administrators

#### Target Dates or Schedule:

Ongoing Weekly

#### Evidence of Completion:

Weekly mini-assessments 2014 PERT

**G3.** The 2013 Florida Writes data indicates that 49% of tenth grade students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the level of proficiency by 5 percentage point to 54%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Before and after school tutoring Push-in instruction

**Targeted Barriers to Achieving the Goal**

- Students need additional support to pre-write, draft, and revise writing in a variety of different formats.

**Plan to Monitor Progress Toward the Goal**

Biweekly mini-assessments

**Person or Persons Responsible**

LLT/MTSS/Rtl and administration

**Target Dates or Schedule:**

Biweekly Ongoing

**Evidence of Completion:**

2014 Florida Writes

**G4.** Our Mathematics goal for the 2013-2014 school year is to maintain proficiency at 45% for all students.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Before and after school tutoring Push-in instruction

**Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase SWD subgroup proficiency from 23% to 37%. Students will have more opportunities to engage in hands-on activities tailored to their individual learning styles.
- Our goal for the 2013-2014 school year is to increase Learning Gains from 67% to 70%. Students will have more opportunities to engage in hands-on activities involving real-world problems involving mathematics.
- Our goal for the 2013-2014 school year is to increase proficiency for the Lowest 25% subgroup from 60% to 64%. Students in the lowest 25% will have increased remediation and intervention tailored to address student deficiencies by benchmark as evidenced in the student's individual EOC data.

## Plan to Monitor Progress Toward the Goal

School-site assessment data, intervention assessments.

### Person or Persons Responsible

MTSS/Rtl and administration

### Target Dates or Schedule:

Biweekly Ongoing

### Evidence of Completion:

2014 Algebra I EOC

## G5. On-time graduates who are "college ready" will increase from 40% to 46%.

### Targets Supported

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

### Resources Available to Support the Goal

- Push-in instruction After school tutoring opportunities

### Targeted Barriers to Achieving the Goal

- Students will have increased opportunities to transition to the rigors of college mathematics.

## 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

The MTSS/Rtl along with administrators

### Target Dates or Schedule:

Ongoing Weekly

### Evidence of Completion:

2014 PERT

**G6.** The 2012-2013 Algebra I EOC data indicates that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3% points to 45%.

#### **Targets Supported**

- Math ()
- Algebra 1 EOC

#### **Resources Available to Support the Goal**

- Before and after school tutoring Push-in instruction

#### **Targeted Barriers to Achieving the Goal**

- In the 2013-2014 school year, Algebra I students scoring at Level 3 will increase from 42% to 45%. Students will have increased opportunities to engage in hands-on activities tailored to their individual learning styles.
- In the 2013-2014 school year, Algebra I students scoring at Level 4-5 will increase from 20% to 22%. Students will have increased opportunities to engage in hands-on activities involving real-world problems involving relations and functions.

#### **Plan to Monitor Progress Toward the Goal**

School-site assessment data, intervention assessments.

#### **Person or Persons Responsible**

MTSS/Rtl and administration

#### **Target Dates or Schedule:**

Biweekly Ongoing

#### **Evidence of Completion:**

2014 Algebra I EOC

**G7.** The results of the 2013 Geometry EOC administration indicate that 29% of students scored within the middle third. Our goal for the 2013-2014 school year is to increase student proficiency by 3% percentage points to 32%.

#### **Targets Supported**

- Math ()
- Geometry EOC

#### **Resources Available to Support the Goal**

- Before and after school tutoring Push-in instruction

#### **Targeted Barriers to Achieving the Goal**

- During the 2013-2014 school year, Geometry students scoring at Level 3 will increase from 29% to 32%. Students need opportunities to engage in hands-on activities involving real-world problems involving mathematics.
- During the 2013-2014 school year, Geometry students scoring at Levels 4-5 will increase from 20% to 22%. Students need opportunities to engage in hands-on activities tailored to their individual learning styles.



### 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**

MTSS/Rtl and administration

**Target Dates or Schedule:**

Ongoing Weekly

**Evidence of Completion:**

School-site assessment data Intervention assessments 2014 Geometry ECO

**G8.** The 2013 Biology EOC administration data indicates that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 37%.

**Targets Supported**

- Science
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Before and after school tutoring Push-in instruction

**Targeted Barriers to Achieving the Goal**

- In the 2013-2014 school year, Biology students scoring at Level 3 will increase from 34% to 37%. Students have few opportunities to engage in hands-on activities that allow them to make real-life connections to science concepts.
- In the 2013-2014 school year, Biology students scoring at Levels 4-5 will increase from 25% to 27%. Students need additional support focusing on enrichment opportunities such as independent projects that aid students in making real-life connections to science concepts.

### 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**

MTSS/Rtl and administration

**Target Dates or Schedule:**

Biweekly Ongoing

**Evidence of Completion:**

School-site assessment data Intervention assessments 2014 Biology EOC

**G9.** In the 2013-2014 school year, we will increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM.

**Targets Supported**

- STEM
- STEM - All Levels
- STEM - High School

**Resources Available to Support the Goal**

- Push-in instruction

**Targeted Barriers to Achieving the Goal**

- We have limited evidence of completed student experiences in STEM ie, The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, Fairchild Challenge, etc.

**Plan to Monitor Progress Toward the Goal**

Lesson plans Science Fair Projects

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student competition participation

**G10.** Our goal for the 2013-2014 school year is to increase enrollment in CTE courses and dual enrollment courses by 5%.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Push-in instruction Dual enrollment course offerings

**Targeted Barriers to Achieving the Goal**

- We recognize the need to increase enrollment in CTE courses and dual enrollment courses.

**Plan to Monitor Progress Toward the Goal**

Enrollment rates, biweekly assessments, retention rates

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Success rates

**G11.** Based on U.S. History Baseline data, the areas of deficiency were content area strands: United States History, Geography, and Humanities.

**Targets Supported**

- Social Studies
- U.S. History EOC
- Civics EOC

**Resources Available to Support the Goal**

- Push-in instruction

**Targeted Barriers to Achieving the Goal**

- Students will have increased opportunities to engage with and understand the U.S. Constitution.
- Students will have increased opportunities to engage with primary and secondary source documents to increase understanding of events and life in U.S. History.

**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**

MTSS/Rtl and administration

**Target Dates or Schedule:**

Biweekly Ongoing

**Evidence of Completion:**

2014 U.S. History EOC

**G12.** The number of students who miss 10% or more instructional time will decrease by 1%. The number of students in 9th grade who fail two or more courses will decrease by 1%. The number of students in 9th grade with GPA less than 2.0 will decrease by 1%.

**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Intervention Services Support groups

**Targeted Barriers to Achieving the Goal**

- Hispanic students often incur excessive non-school board approved absences to travel to native countries.

## Plan to Monitor Progress Toward the Goal

TCST logs and attendance rosters

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

TCST logs and attendance rosters

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The result of the 2012-2013 FCAT 2.0 Reading administration indicate that 45% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9% points to 56%.

**G1.B1** Our goal for the 2013-2014 school year is to increase the ELL subgroup proficiency from 24% to 39% and the Hispanic subgroup proficiency from 44% to 56%. The area of deficiency for the ELL and Hispanic groups as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. ELL students will have increased opportunities to engage with and gain command of the English language.

**G1.B1.S1** During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text. Instruction will give students more opportunities to practice with prefixes, suffixes, root words, synonyms and antonyms.

### Action Step 1

will incorporate research-based strategies that will enhance pre-reading activities and vocabulary instruction.

#### Person or Persons Responsible

Instructional staff

#### Target Dates or Schedule

throughout the school year

#### Evidence of Completion

Teacher lesson plans Classroom observations 2014 FCAT

#### Facilitator:

Aiza Prince

#### Participants:

Instructional staff

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

Bi-weekly mini-assessments

**Person or Persons Responsible**

LLT and administrators

**Target Dates or Schedule**

Bi-weekly Ongoing

**Evidence of Completion**

2014 FCAT

### Plan to Monitor Effectiveness of G1.B1.S1

Bi-weekly mini-assessments Bi-weekly

**Person or Persons Responsible**

LLT and administrators

**Target Dates or Schedule**

Bi-weekly Ongoing

**Evidence of Completion**

2014 FCAT

**G1.B2** Our goal for the 2013-2014 school year is to increase the SWD subgroup proficiency from 18% to 42%. The area of deficiency for the SWD subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B2.S1** Instruction will give students more opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers.

**Action Step 1**

Will incorporate research-based strategies that will enhance informational text and research activities and non-fiction reading instruction.

**Person or Persons Responsible**

Instructional staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

2014 FCAT

**Facilitator:**

Aiza Prince

**Participants:**

Instructional staff

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

Teacher lesson plans Classroom observation

**Person or Persons Responsible**

LLT and administration

**Target Dates or Schedule**

Biweekly Ongoing

**Evidence of Completion**

2014 FCAT

## Plan to Monitor Effectiveness of G1.B2.S1

Teacher lesson plans Classroom observations

### Person or Persons Responsible

LLT and administrators

### Target Dates or Schedule

Biweekly Ongoing

### Evidence of Completion

2014 FCAT

**G1.B3** Our goal for the 2013-2014 school year is to increase Level 3 student proficiency from 22% to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B3.S1** During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text .

### Action Step 1

Implement research-based strategies that will enhance active reading instruction to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text .

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Ongoing classroom assessments focusing on students' knowledge of Informational Text/ Research Process.

### Facilitator:

Aiza Prince

### Participants:

Instructional staff



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

Weekly mini-assessments

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

2014 FCAT

### Plan to Monitor Effectiveness of G1.B3.S1

Monitor weekly data to adjust instruction

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Test results Lesson plans

**G1.B4** Our goal for the 2013-2014 school year is to increase the Level 4-5 proficiency from 20% to 24%. FCAT 2.0 Levels 4-5 showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT 2.0 Reading Test in Reporting Category 4, Informational Text/ Research Process. These students will have increased opportunities to utilize text features to synthesize analyze and evaluate information.

**G1.B4.S1** Reading instruction will use real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.

**Action Step 1**

Will use research-based strategies to enhance active reading instruction through the use of real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson Plans 2014 FCAT

**Facilitator:**

Aiza Prince

**Participants:**

LLT

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

Weekly mini-assessments

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Assessment results 2014 FCAT

## Plan to Monitor Effectiveness of G1.B4.S1

Monitor weekly mini-assessments

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Assessment results 2014 FCAT

**G1.B5** Our goal for the 2013-2014 school year is to increase Learning Gains from 68% to 71%. 2013 FCAT Reading data for Learning Gains show students will have increased remediation and intervention tailored to weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.

**G1.B5.S1** School will increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts.

### Action Step 1

Will implement research-based strategies that will enhance active reading instruction through the use of graphic organizers, summarizing and note-taking, and opinion-proofs.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations 2014 FCAT

### Facilitator:

Aiza Prince

### Participants:

Instructional staff

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

Monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observation Assessment results

### **Plan to Monitor Effectiveness of G1.B5.S1**

monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

2014 FCAT Local Assessment results

**G1.B6** Our goal for the 2013-2014 school year is to increase the proficiency for the Lowest 25% subgroup from 69% to 72%. Students in the lowest 25% will have increased remediation and intervention tailored to address weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.

**G1.B6.S1** .School will increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts

### **Action Step 1**

Will implement research-based strategies to enhance active reading through the use of graphic organizers; summarizing and note-taking; opinion proofs; and encouraging students to read from a wide variety of texts

#### **Person or Persons Responsible**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations

#### **Facilitator:**

Aiza Prince

#### **Participants:**

Instructional staff

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

monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson Plans Classroom observations Assessment results

## Plan to Monitor Effectiveness of G1.B6.S1

monitor local assessments to gauge student progress and the implementation of identified strategies.

### Person or Persons Responsible

The MTSS/Rtl along with administrators

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

2014 FCAT

**G1.B7** Our goal for the 2013-2014 school year is to increase the CELLA Listening/Speaking proficiency from 46% to 51%. As noted on the administration the 2012-2013 CELLA Listening/Speaking, students will have increased remediation and intervention that address the processing and articulating of information in English.

**G1.B7.S1** Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2011-2012 school year focusing on: - Illustrations/Diagrams - Task Cards; - Variety in the complexity of assignments; - Chunking - Story Maps - Retelling - Audio Books

### Action Step 1

will implement research-based strategies that will actively engage students in the processing and articulating of information in English.

### Person or Persons Responsible

Instructional Staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations Mini-assessment results

### Facilitator:

Pura Labrada

### Participants:

Instructional Staff

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

will monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators and LLT

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Mini-assessment results

### **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**

The MTSS/Rtl along with administrators and LLT

#### **Target Dates or Schedule**

Weekly Ongoing

#### **Evidence of Completion**

2014 CELLA Weekly mini-assessment results

**G1.B8** Our goal for the 2013-2014 school year is to increase the CELLA Reading proficiency from 31% to 38%. As noted on the administration the 2012-2013 CELLA Reading, students will have increased remediation and intervention that address activating students' background knowledge that support the oral or written information.

**G1.B8.S1** School will utilize data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2013-2014 school year focusing on: - Illustrations/Diagrams - Task Cards; - Variety in the complexity of assignments; - Chunking - Story Maps - Retelling - Audio Books

**Action Step 1**

Will implement research-based strategies to enhance Reading instruction focusing on Illustrations/ Diagrams; Task Cards; Variety in the complexity of assignments; Chunking; Story Maps; Retelling; Audio Books

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessments

**Facilitator:**

Pura Labrada

**Participants:**

Instructional Staff

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

monitor local assessments to gauge student progress and the implementation of identified strategies.

**Person or Persons Responsible**

The MTSS/Rtl along with administrators and LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson Plans Classroom observations Assessment results



## Plan to Monitor Effectiveness of G1.B8.S1

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

### Person or Persons Responsible

The MTSS/Rtl along with administrators

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Weekly mini-assessment results 2014 CELLA

**G1.B9** Our goal for the 2013-2014 school year is to increase the CELLA Writing proficiency from 35% to 42%. As noted on the administration the 2012-2013 CELLA Writing, students will have increased remediation and intervention that address the processes of pre-writing, drafting and revising in a variety of different formats.

**G1.B9.S1** Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and published pieces across the curriculum.

### Action Step 1

will implement research-based strategies to enhance writing instruction with focus on Writer's Notebooks and Portfolios, pre-writing, drafting and revision.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations Student folders Weekly mini-assessment results

### Facilitator:

Pura Labrada

### Participants:

Instructional staff

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

monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators and LLT

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Student folders Mini-assessment results

### **Plan to Monitor Effectiveness of G1.B9.S1**

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

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators and LLT

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

2014 CELLA Student work Classroom observations Weekly mini-assessment results

**G1.B10** The area of deficiency for students, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B10.S1** Reading instruction will use real world documents such as how-to articles, brochures, flyers and websites to locate, interpret and organize information.

### **Action Step 1**

Will implement research-based strategies to enhance active reading instruction through the use of real-world documents such as how-to articles, brochures, flyers, and websites to locate, interpret and organize information.

#### **Person or Persons Responsible**

Instructional Staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans, Classroom observations, Test results

#### **Facilitator:**

Aiza Prince

#### **Participants:**

Language Arts department

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

LLT

#### **Person or Persons Responsible**

Will monitor student progress and effectiveness of program delivery using formal and informal teacher observations of classroom instruction and student folders.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Bi-weekly mini-assessment results, Lesson plans

## Plan to Monitor Effectiveness of G1.B10.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

Biweekly Ongoing

### Evidence of Completion

Lesson plans, classroom observations, bi-weekly mini-assessment results.

**G2.** On-time graduates who are "college ready" will increase from 62% to 66% in the 2013-2014 school year.

**G2.B1** Students will have increased opportunities to engage with complex texts.

**G2.B1.S1** School will increase benchmark specific intervention opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: main idea or author's approach; supporting details; sequential, comparative, or cause-and-effect relationships; meaning of words; and generalizations and conclusions.

### Action Step 1

Will implement research-based strategies to enhance reading instruction focusing on literal and inferential comprehension with focus on: main idea or author's approach; supporting details; sequential, comparative, or cause-and-effect relationships; meaning of words; and generalizations and conclusions.

### Person or Persons Responsible

Instructional Staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations Student work

### Facilitator:

Aiza Prince

### Participants:

Language Arts teachers

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

monitor ongoing classroom assessments focusing on the implementation of identified strategies and student progress.

#### **Person or Persons Responsible**

The LLT along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson Plans Classroom observations Student work Weekly mini-assessment results

### **Plan to Monitor Effectiveness of G2.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**

The LLT along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Weekly mini-assessment results 2014 PERT results

**G3.** The 2013 Florida Writes data indicates that 49% of tenth grade students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the level of proficiency by 5 percentage point to 54%.

**G3.B1** Students need additional support to pre-write, draft, and revise writing in a variety of different formats.

**G3.B1.S1** Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and published pieces across the curriculum. The LLT/MTSS/Rtl and administration will monitor student progress and effectiveness of program delivery using informal and formal teacher observations of classroom instruction and student folder.

**Action Step 1**

Will incorporate research-based strategies that will enhance pre-writing and editing activities and vocabulary instruction.

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

Biweekly Ongoing

**Evidence of Completion**

2014 Florida Writes

**Facilitator:**

Aiza Prince

**Participants:**

Instructional Staff

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

Biweekly mini-assessments

**Person or Persons Responsible**

LLT/MTSS/Rtl and administration

**Target Dates or Schedule**

Biweekly Ongoing

**Evidence of Completion**

2014 Florida Writes

## Plan to Monitor Effectiveness of G3.B1.S1

Biweekly mini-assessments

### Person or Persons Responsible

LLT/MTSS/Rtl and administration

### Target Dates or Schedule

Biweekly Ongoing

### Evidence of Completion

2014 Florida Writes

**G4.** Our Mathematics goal for the 2013-2014 school year is to maintain proficiency at 45% for all students.

**G4.B1** Our goal for the 2013-2014 school year is to increase SWD subgroup proficiency from 23% to 37%. Students will have more opportunities to engage in hands-on activities tailored to their individual learning styles.

**G4.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: • - more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations; • - inductive reasoning strategies that include discovery learning activities; - Develop departmental guidelines for all student learning notebooks designed to increase student achievement. - an instructional model that embraces diverse learning styles and the brain's natural learning cycle.

### Action Step 1

Will incorporate research-based strategies that will enhance hands-on activities and differentiated instruction.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Biweekly On-going

### Evidence of Completion

Lesson plans Classroom observations Weekly mini-assessments

### Facilitator:

Tania Mondol

### Participants:

Instructional staff

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

will monitor ongoing classroom assessments and the implementation of identified strategies.

#### **Person or Persons Responsible**

MTSS/Rtl and administration

#### **Target Dates or Schedule**

Bi-weekly On-going

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessments

### **Plan to Monitor Effectiveness of G4.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**

MTSS/Rtl and administration

#### **Target Dates or Schedule**

Bi-weekly On-going

#### **Evidence of Completion**

School-site assessment data Intervention assessments 2014 EOC



**G4.B2** Our goal for the 2013-2014 school year is to increase Learning Gains from 67% to 70%. Students will have more opportunities to engage in hands-on activities involving real-world problems involving mathematics.

**G4.B2.S1** School will utilize data to identify tier 2 and tier 3 students and place in appropriate interventions within the first two weeks of the 2013-2014 school year, focusing on: - inductive reasoning strategies that include discovery learning activities; - an instructional model that embraces learning diversity and the brain's natural learning cycle.

**Action Step 1**

will implement research-based strategies that will enhance hands-on learning and discovery learning activities.

**Person or Persons Responsible**

Instructional staff

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Student work

**Facilitator:**

Tania Mondol

**Participants:**

Instructional staff

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

monitor local assessments to gauge student progress and the implementation of identified strategies.

**Person or Persons Responsible**

The MTSS/Rtl along with administrators

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessments

## Plan to Monitor Effectiveness of G4.B2.S1

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

### Person or Persons Responsible

The MTSS/RtI along with administrators

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

2014 EOC

**G4.B3** Our goal for the 2013-2014 school year is to increase proficiency for the Lowest 25% subgroup from 60% to 64%. Students in the lowest 25% will have increased remediation and intervention tailored to address student deficiencies by benchmark as evidenced in the student's individual EOC data.

**G4.B3.S1** Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2012-2013 school year, focusing on: - practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines; - inductive reasoning strategies that include discovery learning activities; - an instructional model that embraces learning diversity and the brain's natural learning cycle.

### Action Step 1

Will implement research-based strategies to enhance hands-on and discovery learning activities.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson Plans Classroom observation Weekly mini-assessments

### Facilitator:

Tania Mondol

### Participants:

Instructional staff

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

monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessment results

### **Plan to Monitor Effectiveness of G4.B3.S1**

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

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

2014 EOC

**G5.** On-time graduates who are "college ready" will increase from 40% to 46%.

**G5.B1** Students will have increased opportunities to transition to the rigors of college mathematics.

**G5.B1.S1** Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on developing thorough mastery of the algebra topics necessary for students to progress into Intermediate Algebra and to transition to the rigors of college mathematics, such as Systems of Equations, Quadratic Equations, Sets, Functions, Radical and Rational Expressions.

**Action Step 1**

will implement research-based strategies to enhance instruction on algebra topics such as Systems of Equations, Quadratic Equations, Sets, Functions, Radical and Rational Expressions.

**Person or Persons Responsible**

Instructional staff

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Weekly mini-assessments

**Facilitator:**

Tania Mondol

**Participants:**

Instructional staff

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

will monitor local assessments to gauge student progress and the implementation of identified strategies.

**Person or Persons Responsible**

The MTSS/Rtl along with administrators

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson Plans Classroom observations Weekly mini-assessment results

## **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**

The MTSS/RtI along with administrators

### **Target Dates or Schedule**

Ongoing Weekly

### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessment results

**G6.** The 2012-2013 Algebra I EOC data indicates that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3% points to 45%.

**G6.B1** In the 2013-2014 school year, Algebra I students scoring at Level 3 will increase from 42% to 45%. Students will have increased opportunities to engage in hands-on activities tailored to their individual learning styles.

**G6.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: • - more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations; • - inductive reasoning strategies that include discovery learning activities; - Develop departmental guidelines for all student learning notebooks designed to increase student achievement. - an instructional model that embraces diverse learning styles and the brain's natural learning cycle.

**Action Step 1**

Will incorporate research-based strategies that will enhance hands-on activities and differentiated instruction.

**Person or Persons Responsible**

Instructional staff

**Target Dates or Schedule**

Biweekly On-going

**Evidence of Completion**

2014 Algebra I EOC

**Facilitator:**

Tania Mondol

**Participants:**

Instructional staff

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

Intervention assessments Bi-weekly assessments

**Person or Persons Responsible**

MTSS/Rtl and administration

**Target Dates or Schedule**

Bi-weekly On-going

**Evidence of Completion**

2014 Algebra I EOC

## Plan to Monitor Effectiveness of G6.B1.S1

School-site assessment data Intervention assessments

### Person or Persons Responsible

MTSS/Rtl and administration

### Target Dates or Schedule

Bi-weekly On-going

### Evidence of Completion

2014 Algebra I EOC

**G6.B2** In the 2013-2014 school year, Algebra I students scoring at Level 4-5 will increase from 20% to 22%. Students will have increased opportunities to engage in hands-on activities involving real-world problems involving relations and functions.

**G6.B2.S1** School will increase enrichment opportunities through: •Individualized, standards-based reading and math instruction and assessment; •Computer-based exploration and investigation; •Problem solving.

### Action Step 1

Will implement research-based strategies that will enhance enrichment activities focusing on real-world problems involving relations and functions.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations

### Facilitator:

Tania Mondol

### Participants:

Instructional staff

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

will monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Student work

### **Plan to Monitor Effectiveness of G6.B2.S1**

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

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Student work Weekly mini-assessment results



**G7.** The results of the 2013 Geometry EOC administration indicate that 29% of students scored within the middle third. Our goal for the 2013-2014 school year is to increase student proficiency by 3% percentage points to 32%.

**G7.B1** During the 2013-2014 school year, Geometry students scoring at Level 3 will increase from 29% to 32%. Students need opportunities to engage in hands-on activities involving real-world problems involving mathematics.

**G7.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines - Inductive reasoning strategies that include discovery learning activities - Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.

### **Action Step 1**

Will incorporate research-based strategies that will enhance pre-reading activities and vocabulary instruction.

#### **Person or Persons Responsible**

Instructional Staff

#### **Target Dates or Schedule**

Bi-weekly On-going

#### **Evidence of Completion**

2014

#### **Facilitator:**

Tania Mondol

#### **Participants:**

Instructional Staff

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

School-site assessment data, intervention assessments

#### **Person or Persons Responsible**

MTSS/Rtl and administration

#### **Target Dates or Schedule**

Bi-weekly Ongoing

#### **Evidence of Completion**

2014 Geometry EOC

## Plan to Monitor Effectiveness of G7.B1.S1

School-site assessment data, intervention assessments

### Person or Persons Responsible

MTSS/Rtl and administration

### Target Dates or Schedule

Biweekly Ongoing

### Evidence of Completion

2014 Geometry EOC

**G7.B2** During the 2013-2014 school year, Geometry students scoring at Levels 4-5 will increase from 20% to 22%. Students need opportunities to engage in hands-on activities tailored to their individual learning styles.

**G7.B2.S1** School will increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines - Inductive reasoning strategies that include discovery learning activities - Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.

### Action Step 1

will implement research-based strategies that will enhance instruction in topics such as coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.

### Person or Persons Responsible

Instructional Staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations Student work

### Facilitator:

Tania Mondol

### Participants:

Instructional Staff

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

will monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessment results

### **Plan to Monitor Effectiveness of G7.B2.S1**

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

#### **Person or Persons Responsible**

The MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessment results

**G8.** The 2013 Biology EOC administration data indicates that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 37%.

**G8.B1** In the 2013-2014 school year, Biology students scoring at Level 3 will increase from 34% to 37%. Students have few opportunities to engage in hands-on activities that allow them to make real-life connections to science concepts.

**G8.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - comparing, contrasting, interpreting, analyzing, and explaining science concepts during laboratory activities and classroom discussions; - incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions; - inquiry-based, hands-on, laboratory activities incorporating the nature of 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 their experiences.

### **Action Step 1**

Will incorporate research-based strategies that will enhance inquiry-based laboratory activities and nature of science instruction.

#### **Person or Persons Responsible**

Instructional Staff

#### **Target Dates or Schedule**

Bi-weekly On-going

#### **Evidence of Completion**

2014 Biology EOC

#### **Facilitator:**

Andres Jimenez

#### **Participants:**

Instructional Staff

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

School-site assessment data, intervention assessments

#### **Person or Persons Responsible**

MTSS/Rtl and administration

#### **Target Dates or Schedule**

Biweekly Ongoing

#### **Evidence of Completion**

2014 Biology EOC

## Plan to Monitor Effectiveness of G8.B1.S1

School-site assessment data, intervention assessments

### Person or Persons Responsible

MTSS/Rtl and administration

### Target Dates or Schedule

Biweekly Ongoing

### Evidence of Completion

2014 Biology EOC

**G8.B2** In the 2013-2014 school year, Biology students scoring at Levels 4-5 will increase from 25% to 27%. Students need additional support focusing on enrichment opportunities such as independent projects that aid students in making real-life connections to science concepts.

**G8.B2.S1** Provide instruction in all science courses that adheres to the depth and rigor of the Common Core State Standards with focus on weekly laboratory experiments with appropriate pre- and post-lab activities, lab reports with strong, evidence-supported conclusions.

### Action Step 1

will implement research-based strategies that will enhance laboratory activities with focus on appropriate pre- and post-lab activities and lab reports with strong, evidence-supported conclusions.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

Ongoing Weekly

### Evidence of Completion

Lesson plans Classroom observations Student work

### Facilitator:

Andres Jimenez

### Participants:

Instructional staff

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

will monitor local assessments to gauge student progress and the implementation of identified strategies.

#### **Person or Persons Responsible**

MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessment results

### **Plan to Monitor Effectiveness of G8.B2.S1**

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

#### **Person or Persons Responsible**

MTSS/Rtl along with administrators

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Weekly mini-assessments Student work

**G9.** In the 2013-2014 school year, we will increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM.

**G9.B1** We have limited evidence of completed student experiences in STEM ie, The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, Fairchild Challenge, etc.

**G9.B1.S1** - Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate STEM program to increase rigor, relevance, and opportunities for STEM activities. - Increase enrollment of CTSO aligned to STEM program curriculum standards. - Develop career development events lesson plans using Project Based Learning instructional elements. - Implement Science Fair events that will focus on interdisciplinary project-based learning projects.

**Action Step 1**

Will increase rigor, relevance, and opportunities for STEM activities

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher lesson plans and Science Fair sign-in-sheets and attendance logs.

**Facilitator:**

Andres Jimenez

**Participants:**

Instructional Staff

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

Lesson plans Participation logs

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans Science fair projects

## Plan to Monitor Effectiveness of G9.B1.S1

Lesson plans Science Fair Participation

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans Classroom observations Participation logs

**G10.** Our goal for the 2013-2014 school year is to increase enrollment in CTE courses and dual enrollment courses by 5%.

**G10.B1** We recognize the need to increase enrollment in CTE courses and dual enrollment courses.

**G10.B1.S1** School will create awareness and interest in post-secondary career pathways and college readiness has been a challenge in a low-income and working-class community. We will enroll students in career-themed courses for the 2013-2014 school year that will lead to industry certification and monitor retention and success rates. Student progress will be monitored through Reading data and Perkins Grant Accountability district data. Interventions will be provided accordingly. Increase dual enrollment program by providing more opportunities to average academic-standing students and providing more in-school dual enrollment courses.

### Action Step 1

Will enroll students in career-themed courses for the 2013-2014 school year and monitor retention and success rates

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Retention and success rates

### Facilitator:

Andres Jimenez

### Participants:

Instructional Staff



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

Enrollment rosters Biweekly data reports

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Enrollment and success rates

### **Plan to Monitor Effectiveness of G10.B1.S1**

Biweekly mini-assessments

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Success rates and enrollment

**G11.** Based on U.S. History Baseline data, the areas of deficiency were content area strands: United States History, Geography, and Humanities.

**G11.B1** Students will have increased opportunities to engage with and understand the U.S. Constitution.

**G11.B1.S1** The emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in mock Congressional hearings.

**Action Step 1**

Will implement research-based strategies to enhance writing instruction with focus on opposing point of views of a variety of issues, development of sound arguments to support position, and project-based learning activities.

**Person or Persons Responsible**

Instructional staff

**Target Dates or Schedule**

Biweekly Ongoing

**Evidence of Completion**

Biweekly mini-assessments Lesson plans Classroom observations

**Facilitator:**

Jose Miranda

**Participants:**

Instructional Staff

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

will monitor local assessments to gauge student progress and the implementation of identified strategies.

**Person or Persons Responsible**

MTSS/RtI and administration

**Target Dates or Schedule**

Biweekly Ongoing

**Evidence of Completion**

School-site assessment data Intervention assessments Student work Lesson plans

### Plan to Monitor Effectiveness of G11.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

MTSS/Rtl and administration

#### Target Dates or Schedule

Biweekly Ongoing

#### Evidence of Completion

School-site assessment data Intervention assessments Lesson plans Student work

**G11.B2** Students will have increased opportunities to engage with primary and secondary source documents to increase understanding of events and life in U.S. History.

**G11.B2.S1** Students will have increased interventions focusing on analyzing and interpreting primary and secondary source documents to increase understanding of events and life in United States history.

#### Action Step 1

will implement research based strategies to enhance primary and secondary analysis and interpretation.

#### Person or Persons Responsible

Instructional staff

#### Target Dates or Schedule

Ongoing Weekly

#### Evidence of Completion

Lesson plans Student work

#### Facilitator:

Jose Miranda

#### Participants:

Instructional staff

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

will monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments

**Person or Persons Responsible**

MTSS/RtI and LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans, classroom observations, student work

### **Plan to Monitor Effectiveness of G11.B2.S1**

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

**Person or Persons Responsible**

MTSS/RtI and LLT

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans, classroom observations, student work, weekly-mini assessment results.

**G12.** The number of students who miss 10% or more instructional time will decrease by 1%. The number of students in 9th grade who fail two or more courses will decrease by 1%. The number of students in 9th grade with GPA less than 2.0 will decrease by 1%.

**G12.B1** Hispanic students often incur excessive non-school board approved absences to travel to native countries.

**G12.B1.S1** School will identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services. School will identify students who may be developing a pattern of absenteeism and tardiness and establish a support group of peers and support service specialists who will contact targeted students, parents, and faculty members in order to identify problems and solutions to remedy chronic absenteeism and/or tardiness.

**Action Step 1**

Will implement TCST and intervention services

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

TCST logs, attendance rosters, log-in sheets

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

TCST logs and attendance rosters

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reduction in absences

## Plan to Monitor Effectiveness of G12.B1.S1

TCST logs and attendance rosters

### **Person or Persons Responsible**

Leadership team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Decrease in absences and improvement in GPAs

## 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

At Westland Hialeah Senior 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; 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

Westland Hialeah Senior provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for

inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an



educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Adult Adult Education

##### High School Only

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

##### Career and Technical Education

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

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

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

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

#### 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.

##### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

##### Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via

vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The result of the 2012-2013 FCAT 2.0 Reading administration indicate that 45% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9% points to 56%.

**G1.B1** Our goal for the 2013-2014 school year is to increase the ELL subgroup proficiency from 24% to 39% and the Hispanic subgroup proficiency from 44% to 56%. The area of deficiency for the ELL and Hispanic groups as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. ELL students will have increased opportunities to engage with and gain command of the English language.

**G1.B1.S1** During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text. Instruction will give students more opportunities to practice with prefixes, suffixes, root words, synonyms and antonyms.

### PD Opportunity 1

will incorporate research-based strategies that will enhance pre-reading activities and vocabulary instruction.

#### Facilitator

Aiza Prince

#### Participants

Instructional staff

#### Target Dates or Schedule

throughout the school year

#### Evidence of Completion

Teacher lesson plans Classroom observations 2014 FCAT

**G1.B2** Our goal for the 2013-2014 school year is to increase the SWD subgroup proficiency from 18% to 42%. The area of deficiency for the SWD subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B2.S1** Instruction will give students more opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers.

### **PD Opportunity 1**

Will incorporate research-based strategies that will enhance informational text and research activities and non-fiction reading instruction.

#### **Facilitator**

Aiza Prince

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

2014 FCAT

**G1.B3** Our goal for the 2013-2014 school year is to increase Level 3 student proficiency from 22% to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B3.S1** During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text .

### **PD Opportunity 1**

Implement research-based strategies that will enhance active reading instruction to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text .

#### **Facilitator**

Aiza Prince

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Ongoing classroom assessments focusing on students' knowledge of Informational Text/ Research Process.

**G1.B4** Our goal for the 2013-2014 school year is to increase the Level 4-5 proficiency from 20% to 24%. FCAT 2.0 Levels 4-5 showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT 2.0 Reading Test in Reporting Category 4, Informational Text/ Research Process. These students will have increased opportunities to utilize text features to synthesize analyze and evaluate information.

**G1.B4.S1** Reading instruction will use real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.

### **PD Opportunity 1**

Will use research-based strategies to enhance active reading instruction through the use of real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.

#### **Facilitator**

Aiza Prince

#### **Participants**

LLT

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson Plans 2014 FCAT

**G1.B5** Our goal for the 2013-2014 school year is to increase Learning Gains from 68% to 71%. 2013 FCAT Reading data for Learning Gains show students will have increased remediation and intervention tailored to weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.

**G1.B5.S1** School will increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts.

### **PD Opportunity 1**

Will implement research-based strategies that will enhance active reading instruction through the use of graphic organizers, summarizing and note-taking, and opinion-proofs.

#### **Facilitator**

Aiza Prince

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations 2014 FCAT

**G1.B6** Our goal for the 2013-2014 school year is to increase the proficiency for the Lowest 25% subgroup from 69% to 72%. Students in the lowest 25% will have increased remediation and intervention tailored to address weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.

**G1.B6.S1** .School will increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts

### **PD Opportunity 1**

Will implement research-based strategies to enhance active reading through the use of graphic organizers; summarizing and note-taking; opinion proofs; and encouraging students to read from a wide variety of texts

#### **Facilitator**

Aiza Prince

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations



**G1.B7** Our goal for the 2013-2014 school year is to increase the CELLA Listening/Speaking proficiency from 46% to 51%. As noted on the administration the 2012-2013 CELLA Listening/Speaking, students will have increased remediation and intervention that address the processing and articulating of information in English.

**G1.B7.S1** Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2011-2012 school year focusing on: - Illustrations/Diagrams - Task Cards; - Variety in the complexity of assignments; - Chunking - Story Maps - Retelling - Audio Books

### **PD Opportunity 1**

will implement research-based strategies that will actively engage students in the processing and articulating of information in English.

#### **Facilitator**

Pura Labrada

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Mini-assessment results

**G1.B8** Our goal for the 2013-2014 school year is to increase the CELLA Reading proficiency from 31% to 38%. As noted on the administration the 2012-2013 CELLA Reading, students will have increased remediation and intervention that address activating students' background knowledge that support the oral or written information.

**G1.B8.S1** School will utilize data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2013-2014 school year focusing on: - Illustrations/Diagrams - Task Cards; - Variety in the complexity of assignments; - Chunking - Story Maps - Retelling - Audio Books

### **PD Opportunity 1**

Will implement research-based strategies to enhance Reading instruction focusing on Illustrations/ Diagrams; Task Cards; Variety in the complexity of assignments; Chunking; Story Maps; Retelling; Audio Books

#### **Facilitator**

Pura Labrada

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessments

**G1.B9** Our goal for the 2013-2014 school year is to increase the CELLA Writing proficiency from 35% to 42%. As noted on the administration the 2012-2013 CELLA Writing, students will have increased remediation and intervention that address the processes of pre-writing, drafting and revising in a variety of different formats.

**G1.B9.S1** Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and published pieces across the curriculum.

**PD Opportunity 1**

will implement research-based strategies to enhance writing instruction with focus on Writer's Notebooks and Portfolios, pre-writing, drafting and revision.

**Facilitator**

Pura Labrada

**Participants**

Instructional staff

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Classroom observations Student folders Weekly mini-assessment results

**G1.B10** The area of deficiency for students, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B10.S1** Reading instruction will use real world documents such as how-to articles, brochures, flyers and websites to locate, interpret and organize information.

### **PD Opportunity 1**

Will implement research-based strategies to enhance active reading instruction through the use of real-world documents such as how-to articles, brochures, flyers, and websites to locate, interpret and organize information.

#### **Facilitator**

Aiza Prince

#### **Participants**

Language Arts department

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans, Classroom observations, Test results

**G2.** On-time graduates who are "college ready" will increase from 62% to 66% in the 2013-2014 school year.

**G2.B1** Students will have increased opportunities to engage with complex texts.

**G2.B1.S1** School will increase benchmark specific intervention opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: main idea or author's approach; supporting details; sequential, comparative, or cause-and-effect relationships; meaning of words; and generalizations and conclusions.

**PD Opportunity 1**

Will implement research-based strategies to enhance reading instruction focusing on literal and inferential comprehension with focus on: main idea or author's approach; supporting details; sequential, comparative, or cause-and-effect relationships; meaning of words; and generalizations and conclusions.

**Facilitator**

Aiza Prince

**Participants**

Language Arts teachers

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Classroom observations Student work

**G3.** The 2013 Florida Writes data indicates that 49% of tenth grade students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the level of proficiency by 5 percentage point to 54%.

**G3.B1** Students need additional support to pre-write, draft, and revise writing in a variety of different formats.

**G3.B1.S1** Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and published pieces across the curriculum. The LLT/MTSS/Rtl and administration will monitor student progress and effectiveness of program delivery using informal and formal teacher observations of classroom instruction and student folder.

### **PD Opportunity 1**

Will incorporate research-based strategies that will enhance pre-writing and editing activities and vocabulary instruction.

#### **Facilitator**

Aiza Prince

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Biweekly Ongoing

#### **Evidence of Completion**

2014 Florida Writes

**G4.** Our Mathematics goal for the 2013-2014 school year is to maintain proficiency at 45% for all students.

**G4.B1** Our goal for the 2013-2014 school year is to increase SWD subgroup proficiency from 23% to 37%. Students will have more opportunities to engage in hands-on activities tailored to their individual learning styles.

**G4.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: • - more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations; • - inductive reasoning strategies that include discovery learning activities; - Develop departmental guidelines for all student learning notebooks designed to increase student achievement. - an instructional model that embraces diverse learning styles and the brain's natural learning cycle.

### **PD Opportunity 1**

Will incorporate research-based strategies that will enhance hands-on activities and differentiated instruction.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Biweekly On-going

#### **Evidence of Completion**

Lesson plans Classroom observations Weekly mini-assessments

**G4.B2** Our goal for the 2013-2014 school year is to increase Learning Gains from 67% to 70%. Students will have more opportunities to engage in hands-on activities involving real-world problems involving mathematics.

**G4.B2.S1** School will utilize data to identify tier 2 and tier 3 students and place in appropriate interventions within the first two weeks of the 2013-2014 school year, focusing on: - inductive reasoning strategies that include discovery learning activities; - an instructional model that embraces learning diversity and the brain's natural learning cycle.

### **PD Opportunity 1**

will implement research-based strategies that will enhance hands-on learning and discovery learning activities.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Student work



**G4.B3** Our goal for the 2013-2014 school year is to increase proficiency for the Lowest 25% subgroup from 60% to 64%. Students in the lowest 25% will have increased remediation and intervention tailored to address student deficiencies by benchmark as evidenced in the student's individual EOC data.

**G4.B3.S1** Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2012-2013 school year, focusing on: - practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines; - inductive reasoning strategies that include discovery learning activities; - an instructional model that embraces learning diversity and the brain's natural learning cycle.

### **PD Opportunity 1**

Will implement research-based strategies to enhance hands-on and discovery learning activities.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson Plans Classroom observation Weekly mini-assessments

**G5.** On-time graduates who are "college ready" will increase from 40% to 46%.

**G5.B1** Students will have increased opportunities to transition to the rigors of college mathematics.

**G5.B1.S1** Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on developing thorough mastery of the algebra topics necessary for students to progress into Intermediate Algebra and to transition to the rigors of college mathematics, such as Systems of Equations, Quadratic Equations, Sets, Functions, Radical and Rational Expressions.

**PD Opportunity 1**

will implement research-based strategies to enhance instruction on algebra topics such as Systems of Equations, Quadratic Equations, Sets, Functions, Radical and Rational Expressions.

**Facilitator**

Tania Mondol

**Participants**

Instructional staff

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Weekly mini-assessments

**G6.** The 2012-2013 Algebra I EOC data indicates that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3% points to 45%.

**G6.B1** In the 2013-2014 school year, Algebra I students scoring at Level 3 will increase from 42% to 45%. Students will have increased opportunities to engage in hands-on activities tailored to their individual learning styles.

**G6.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: • - more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations; • - inductive reasoning strategies that include discovery learning activities; - Develop departmental guidelines for all student learning notebooks designed to increase student achievement. - an instructional model that embraces diverse learning styles and the brain's natural learning cycle.

### **PD Opportunity 1**

Will incorporate research-based strategies that will enhance hands-on activities and differentiated instruction.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Biweekly On-going

#### **Evidence of Completion**

2014 Algebra I EOC

**G6.B2** In the 2013-2014 school year, Algebra I students scoring at Level 4-5 will increase from 20% to 22%. Students will have increased opportunities to engage in hands-on activities involving real-world problems involving relations and functions.

**G6.B2.S1** School will increase enrichment opportunities through: •Individualized, standards-based reading and math instruction and assessment; •Computer-based exploration and investigation; •Problem solving.

### **PD Opportunity 1**

Will implement research-based strategies that will enhance enrichment activities focusing on real-world problems involving relations and functions.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations

**G7.** The results of the 2013 Geometry EOC administration indicate that 29% of students scored within the middle third. Our goal for the 2013-2014 school year is to increase student proficiency by 3% percentage points to 32%.

**G7.B1** During the 2013-2014 school year, Geometry students scoring at Level 3 will increase from 29% to 32%. Students need opportunities to engage in hands-on activities involving real-world problems involving mathematics.

**G7.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines - Inductive reasoning strategies that include discovery learning activities - Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.

### **PD Opportunity 1**

Will incorporate research-based strategies that will enhance pre-reading activities and vocabulary instruction.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Bi-weekly On-going

#### **Evidence of Completion**

2014

**G7.B2** During the 2013-2014 school year, Geometry students scoring at Levels 4-5 will increase from 20% to 22%. Students need opportunities to engage in hands-on activities tailored to their individual learning styles.

**G7.B2.S1** School will increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines - Inductive reasoning strategies that include discovery learning activities - Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.

### **PD Opportunity 1**

will implement research-based strategies that will enhance instruction in topics such as coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.

#### **Facilitator**

Tania Mondol

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Student work

**G8.** The 2013 Biology EOC administration data indicates that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 37%.

**G8.B1** In the 2013-2014 school year, Biology students scoring at Level 3 will increase from 34% to 37%. Students have few opportunities to engage in hands-on activities that allow them to make real-life connections to science concepts.

**G8.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - comparing, contrasting, interpreting, analyzing, and explaining science concepts during laboratory activities and classroom discussions; - incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions; - inquiry-based, hands-on, laboratory activities incorporating the nature of 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 their experiences.

### **PD Opportunity 1**

Will incorporate research-based strategies that will enhance inquiry-based laboratory activities and nature of science instruction.

#### **Facilitator**

Andres Jimenez

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Bi-weekly On-going

#### **Evidence of Completion**

2014 Biology EOC

**G8.B2** In the 2013-2014 school year, Biology students scoring at Levels 4-5 will increase from 25% to 27%. Students need additional support focusing on enrichment opportunities such as independent projects that aid students in making real-life connections to science concepts.

**G8.B2.S1** Provide instruction in all science courses that adheres to the depth and rigor of the Common Core State Standards with focus on weekly laboratory experiments with appropriate pre- and post-lab activities, lab reports with strong, evidence-supported conclusions.

### **PD Opportunity 1**

will implement research-based strategies that will enhance laboratory activities with focus on appropriate pre- and post-lab activities and lab reports with strong, evidence-supported conclusions.

#### **Facilitator**

Andres Jimenez

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

Ongoing Weekly

#### **Evidence of Completion**

Lesson plans Classroom observations Student work



**G9.** In the 2013-2014 school year, we will increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM.

**G9.B1** We have limited evidence of completed student experiences in STEM ie, The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, Fairchild Challenge, etc.

**G9.B1.S1** - Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate STEM program to increase rigor, relevance, and opportunities for STEM activities. - Increase enrollment of CTSO aligned to STEM program curriculum standards. - Develop career development events lesson plans using Project Based Learning instructional elements. - Implement Science Fair events that will focus on interdisciplinary project-based learning projects.

### **PD Opportunity 1**

Will increase rigor, relevance, and opportunities for STEM activities

#### **Facilitator**

Andres Jimenez

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Teacher lesson plans and Science Fair sign-in-sheets and attendance logs.

**G10.** Our goal for the 2013-2014 school year is to increase enrollment in CTE courses and dual enrollment courses by 5%.

**G10.B1** We recognize the need to increase enrollment in CTE courses and dual enrollment courses.

**G10.B1.S1** School will create awareness and interest in post-secondary career pathways and college readiness has been a challenge in a low-income and working-class community. We will enroll students in career-themed courses for the 2013-2014 school year that will lead to industry certification and monitor retention and success rates. Student progress will be monitored through Reading data and Perkins Grant Accountability district data. Interventions will be provided accordingly. Increase dual enrollment program by providing more opportunities to average academic-standing students and providing more in-school dual enrollment courses.

**PD Opportunity 1**

Will enroll students in career-themed courses for the 2013-2014 school year and monitor retention and success rates

**Facilitator**

Andres Jimenez

**Participants**

Instructional Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Retention and success rates

**G11.** Based on U.S. History Baseline data, the areas of deficiency were content area strands: United States History, Geography, and Humanities.

**G11.B1** Students will have increased opportunities to engage with and understand the U.S. Constitution.

**G11.B1.S1** The emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in mock Congressional hearings.

### **PD Opportunity 1**

Will implement research-based strategies to enhance writing instruction with focus on opposing point of views of a variety of issues, development of sound arguments to support position, and project-based learning activities.

#### **Facilitator**

Jose Miranda

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

Biweekly Ongoing

#### **Evidence of Completion**

Biweekly mini-assessments Lesson plans Classroom observations

**G11.B2** Students will have increased opportunities to engage with primary and secondary source documents to increase understanding of events and life in U.S. History.

**G11.B2.S1** Students will have increased interventions focusing on analyzing and interpreting primary and secondary source documents to increase understanding of events and life in United States history.

**PD Opportunity 1**

will implement research based strategies to enhance primary and secondary analysis and interpretation.

**Facilitator**

Jose Miranda

**Participants**

Instructional staff

**Target Dates or Schedule**

Ongoing Weekly

**Evidence of Completion**

Lesson plans Student work

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The result of the 2012-2013 FCAT 2.0 Reading administration indicate that 45% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9% points to 56%.	\$2,000
G3.	The 2013 Florida Writes data indicates that 49% of tenth grade students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the level of proficiency by 5 percentage point to 54%.	\$9,000
G6.	The 2012-2013 Algebra I EOC data indicates that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3% points to 45%.	\$1,000
G7.	The results of the 2013 Geometry EOC administration indicate that 29% of students scored within the middle third. Our goal for the 2013-2014 school year is to increase student proficiency by 3% percentage points to 32%.	\$1,000
G8.	The 2013 Biology EOC administration data indicates that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 37%.	\$1,000
Total		\$14,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$11,000
Title I		\$3,000
Total		\$14,000

### Budget Details

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

**G1.** The result of the 2012-2013 FCAT 2.0 Reading administration indicate that 45% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9% points to 56%.

**G1.B1** Our goal for the 2013-2014 school year is to increase the ELL subgroup proficiency from 24% to 39% and the Hispanic subgroup proficiency from 44% to 56%. The area of deficiency for the ELL and Hispanic groups as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. ELL students will have increased opportunities to engage with and gain command of the English language.

**G1.B1.S1** During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text. Instruction will give students more opportunities to practice with prefixes, suffixes, root words, synonyms and antonyms.

### **Action Step 1**

will incorporate research-based strategies that will enhance pre-reading activities and vocabulary instruction.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

After/School tutoring

#### **Funding Source**

EESAC

#### **Amount Needed**

\$1,000

**G1.B2** Our goal for the 2013-2014 school year is to increase the SWD subgroup proficiency from 18% to 42%. The area of deficiency for the SWD subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process. Students will have increased opportunities to practice research skills to understand informational text successfully.

**G1.B2.S1** Instruction will give students more opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers.

**Action Step 1**

Will incorporate research-based strategies that will enhance informational text and research activities and non-fiction reading instruction.

**Resource Type**

Evidence-Based Program

**Resource**

After/School tutoring

**Funding Source**

EESAC

**Amount Needed**

\$1,000

**G3.** The 2013 Florida Writes data indicates that 49% of tenth grade students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the level of proficiency by 5 percentage point to 54%.

**G3.B1** Students need additional support to pre-write, draft, and revise writing in a variety of different formats.

**G3.B1.S1** Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and published pieces across the curriculum. The LLT/MTSS/Rtl and administration will monitor student progress and effectiveness of program delivery using informal and formal teacher observations of classroom instruction and student folder.

**Action Step 1**

Will incorporate research-based strategies that will enhance pre-writing and editing activities and vocabulary instruction.

**Resource Type**

Evidence-Based Program

**Resource**

Before/After School tutoring

**Funding Source**

EESAC

**Amount Needed**

\$9,000



**G6.** The 2012-2013 Algebra I EOC data indicates that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3% points to 45%.

**G6.B1** In the 2013-2014 school year, Algebra I students scoring at Level 3 will increase from 42% to 45%. Students will have increased opportunities to engage in hands-on activities tailored to their individual learning styles.

**G6.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: • - more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations; • - inductive reasoning strategies that include discovery learning activities; - Develop departmental guidelines for all student learning notebooks designed to increase student achievement. - an instructional model that embraces diverse learning styles and the brain's natural learning cycle.

**Action Step 1**

Will incorporate research-based strategies that will enhance hands-on activities and differentiated instruction.

**Resource Type**

Evidence-Based Program

**Resource**

Before/After School tutoring

**Funding Source**

Title I

**Amount Needed**

\$1,000

**G7.** The results of the 2013 Geometry EOC administration indicate that 29% of students scored within the middle third. Our goal for the 2013-2014 school year is to increase student proficiency by 3% percentage points to 32%.

**G7.B1** During the 2013-2014 school year, Geometry students scoring at Level 3 will increase from 29% to 32%. Students need opportunities to engage in hands-on activities involving real-world problems involving mathematics.

**G7.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines - Inductive reasoning strategies that include discovery learning activities - Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.

### **Action Step 1**

Will incorporate research-based strategies that will enhance pre-reading activities and vocabulary instruction.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Before/After school tutoring

#### **Funding Source**

Title I

#### **Amount Needed**

\$1,000

**G8.** The 2013 Biology EOC administration data indicates that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 37%.

**G8.B1** In the 2013-2014 school year, Biology students scoring at Level 3 will increase from 34% to 37%. Students have few opportunities to engage in hands-on activities that allow them to make real-life connections to science concepts.

**G8.B1.S1** Students will receive benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - comparing, contrasting, interpreting, analyzing, and explaining science concepts during laboratory activities and classroom discussions; - incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions; - inquiry-based, hands-on, laboratory activities incorporating the nature of 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 their experiences.

### **Action Step 1**

Will incorporate research-based strategies that will enhance inquiry-based laboratory activities and nature of science instruction.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Before/After school tutoring

#### **Funding Source**

Title I

#### **Amount Needed**

\$1,000