2013-2014 SCHOOL IMPROVEMENT PLAN

City Of Hialeah Education Academy
2590 W 76TH ST
Hialeah, FL 33016
305-362-4006

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	97%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
City Of Hialeah Education Academy

Principal
Carlos Hernandez, Carlos Alvarez

School Advisory Council chair
Martha Morales

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

Name	Title
Carlos Alvarez	Principal
Ivelisse Puente	Assistant Principal
Amy Simpson	Reading Coach
David Rodriguez	Language Arts Teacher
Jario Gasiba	Math Department Chair
Graciela Carbajosa	Social Studies Department Chair
Maria Sanchez	Advance Placement Chair
Maria DeLeTeja	Test Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal- Carlos Alvarez, Alternate Principal- Ivelisse Puente, Teacher – Maria DelaTeja & Graciela Carbajosa, Alternate Teacher- Amy Simpson, SAC Chair- Martha Morales, Alternate SAC-Neny Garcia, Parents – Marlene Sanchez, Felicita Perez, Zulima Marrero, Alternate Parent-Aida Tapia, Emily Munoz, Michele Delgado, Student – Christin Vergara, Natalie Lopez, Alternate Student- Genesis Munoz, Pedro Perez, Ernesto Lopez, BCR – Marla Alpizar

Involvement of the SAC in the development of the SIP

The school is effectively involving parents in its programs. Parents have been members of SAC Board as stipulated in the By-Laws and parents who non-members also attend the meetings on a regular basis. SAC meet on a monthly basis. Feedback from the parents is also gathered through surveys conducted on a yearly basis.

Activities of the SAC for the upcoming school year

SAC activities will include the progress monitoring updates of district and state assessments to parents through PowerPoint presentations. School-wide data desegregation will be reviewed on a monthly basis. Also, SAC will be responsible for planning and coordinating the annual "Family Day" school wide activity, which brings community leaders, parents, students, faculty, staff, and other stakeholders together. SAC will develop and monitor the implementation of the School Improvement Plan. SAC supports dances, Homecoming festivities, staff appreciation, clubs and more.

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

SAC funds will be used for printing of the Student Code of Conduct $250.00
SAC funds will be used to provide students with academic incentives during the 2013-2014 FCAT administration $565.00
SAC funds will used to purchase SAT and ACT Preparatory Books for Juniors and Seniors in preparation for the SAT and ACT Examinations $2,000.00
Total: $2,815.00

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
2

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

Administrator Information:

Carlos Hernandez, Carlos Alvarez		
Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	Bachelor of Arts Elementary Education Masters in Educational Leadership Certification: Elementary Education and Educational Leadership
Performance Record	2013 – School Grade "Pending" Rdg. Proficiency, 57% Math Proficiency, 62 % Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 78 points Rdg. AMO- 58% Math AMO- 59% 2012 – School Grade "A" Rdg. Proficiency, 37% Math Proficiency, 89% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 101 points Rdg. Imp. of Lowest 25% - 93 points Math Imp. of Lowest 25% - 101 points Rdg. AMO –58 Math AMO–59 2011 –School Grade "A" Rdg. Proficiency, 37% Math Proficiency, 87% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 96points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 97 points 2010- School Grade "C" Rdg. Proficiency, 27% Math Proficiency, 75% Rdg. Lrg. Gains, 48 points Math Lrg. Gains, 82points Rdg. Imp. of Lowest 25% - 60 points

Math Imp. of Lowest 25% -
78 points
2009- School Grade "C"
Rdg. Proficiency, 24%
Math Proficiency, 61%
Rdg. Lrg. Gains, 59 points
Math Lrg. Gains, 80points
Rdg. Imp. of Lowest 25% -
67 points
Math Imp. of Lowest 25% -
83 points Math

Ivelisse Puente		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Bachelor of Arts: Elementary Education Masters of Science: Exceptional Student Education Educational Specialist: Educational Leadership Certification: Elementary Education ESOL Exceptional Student Education Educational Leadership
Performance Record	2013 – School Grade "Pending" Rdg. Proficiency, 57% Math Proficiency, 62 % Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 78 points Rdg. AMO –58% Math AMO–59% 2012 – School Grade "A" Rdg. Proficiency, 37% Math Proficiency, 89% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 101 points Rdg. Imp. of Lowest 25% - 93 points Math Imp. of Lowest 25% - 101 points Rdg. AMO –58 Math AMO–59 2011 –School Grade "B" Rdg. Proficiency, 68% Math Proficiency, 53%

Rdg. Lrg. Gains, 74 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% -
74 points
Math Imp. of Lowest 25% -
63 points
2010- School Grade "C"
Rdg. Proficiency, 60%
Math Proficiency, 51%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 61points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25% -
66 points
2009- School Grade "C"
Rdg. Proficiency, 63%
Math Proficiency, 49%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 54 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
64 points Math

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amy Simpson		
Full-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelor of Science in Exceptional Student Education: Specific Learning Disabilities & Emotionally Disturbed Masters of Science in Exceptional Student Ed: Varying Exceptionalities Educational Specialist Degree in Instructional Technology with specialization in reading Educational Specialist Degree in Educational Leadership Certification- Educational Leadership Computer Science (K-12) Emotionally Handicapped (K-12) Specific Learning Disabilities (K-12) Varying Exceptionalities (K-12)
Performance Record	2013 – School Grade "Pending" Rdg. Proficiency, 57% Math Proficiency, 62% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 78 points Rdg. AMO –58% Math AMO–59% 2012 – School Grade "A" Rdg. Proficiency, 37% Math Proficiency, 89% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 101 points Rdg. Imp. of Lowest 25% - 93 points Math Imp. of Lowest 25% - 101 points Rdg. AMO –58 Math AMO–59 2011 –School Grade "A" Rdg. Proficiency, 37% Math Proficiency, 87% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 96points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 97 points 2010- School Grade "A" Rdg. Proficiency, 78% Math Proficiency, 84%

Rdg. Lrg. Gains, 76 points
Math Lrg. Gains, 64 points
Rdg. Imp. of Lowest 25% -
55 points
Math Imp. of Lowest 25% -
67 points
2009- School Grade "A"
Rdg. Proficiency, 80%
Math Proficiency, 86%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 73points
Rdg. Imp. of Lowest 25% -
56 points
Math Imp. of Lowest 25% -
77 pointsMarth

Classroom Teachers

# of classroom teachers
22

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
86%

 # certified in-field
19, 86%

 # ESOL endorsed
4, 18%

 # reading endorsed
1, 5%

 # with advanced degrees
5, 23%

 # National Board Certified
0, 0%

 # first-year teachers
2, 9%

 # with 1-5 years of experience
13, 59%

 # with 6-14 years of experience
5, 23%

 # with 15 or more years of experience
2, 9%

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

City of Hialeah Educational Academy provides the opportunities for teachers to grow and advance professionally. We provide mentoring, administrative support and instrumental support (e.g., materials, space, resources, time, etc.). City of Hialeah Educational Academy also has a partnership with Miami-Dade College and Florida International University in order to recruit. We also utilize Teacher-Teacher.com.

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

Our program pairs a beginning teacher with a mentee in order to provide support to the teacher.
We have paired:
Ms. Ramirez with Ms. Simpson
Ms. Torres with Mr. Gasiba
The rationale for pairing is because the reading coach and the math department chair can help the teachers with lesson plans, coaching, observations and bi-weekly chat sessions.
The teachers will go to Professional Developments offered by our District as well as any Professional Development offered at City of Hialeah Educational Academy.

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

Monitor and adjust the school's academic and behavior goals, monitor the delivery and fidelity of instruction and intervention, and provide support and intervention to students based on data.

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

MTSS leadership team: Principal, Assistant Principal, Reading Coach, Counselor, SPED Program Specialist, School Psychologist and Speech-Language Pathologist.
Weekly meetings with Department Chairs and Literacy Literature Team to discuss analysis of data, provide intervention strategies, monitor intervention progress, and maintain communication with staff.

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

Monthly meeting with each department chairs and the literacy team. Monitor intervention progress and maintain clear communication. Instructional —Walk-through (Instructional Observation Form).

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

Data used will be Fair, Baseline and Interim Assessments, State Math and Science Assessments, FCAT, school site specific assessments. Data from these assessments will be used to guide instructional decisions and systems procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectors in order to implement and deliver interventions. Quarterly Failure Reports are also used to track students deficient in their current course requirements for graduation.
Attendance Report with Absences and Suspensions is utilized throughout the year to identify students in need of additional students services due to disciplinary concerns. SWIPE reports document regularly scheduled meeting with the school counselor and students with disciplinary issues as a preventative measure. School counselor identifies and refers students in need of further behavioral accommodations to the school SPED Specialists. All faculty and staff will trained in RtI problem solving and the data analysis process. Continuous support will provided for school staff to understand basic RtI principles and procedures.

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

Provide ongoing data driven professional development activities that align core student goals and staff needs. Provide support for school staff to understand basic RtI principles and procedures.

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: Weekend Program

Minutes added to school year: 2,700

Modeling, use of task cards, focus on key vocabulary with context clues, Use of multiple meaning words, summarizing, cooperative learning and repetition of basic fundamental skills

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?

Students are pre-tested and post-tested. Then the data is analyzed and collaborative discussions take place. Once the data is analyzed we work on the weakness of the students.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal and Reading Coach

Literacy Leadership Team (LLT)

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

Name	Title
Carlos Alvarez	Principal
Ivelisse Puente	Assistant Principal
Amy Simpson	Reading Coach
David Rodriguez	LA Teacher
Jario Gasiba	Math Teacher
Graciela Carbajosa	Social Studies Teacher
Maria Sanchez	Spanish Teacher
Nancy Lizano	Science Teacher
Maria De la Teja	Test Chairperson

How the school-based LLT functions

The Literacy Team will create a reading implementation plan to improve literacy instruction not only within the intensive reading classes, but also across the curriculum. The Reading Coach will provide ongoing professional development to all teachers on how to implement reading strategies on a daily basis and model such strategies for teachers within their own classrooms. Administration will monitor such practices through informal classroom walk-through visits and formal observations. Teachers will report to the Literacy Team on their experiences with such strategies and continuously adjust instruction based on given data. The Literacy team will meet bi-weekly to discuss District Baseline data, District Interim data, FAIR data and ongoing Reading Plus data to address adjustments needed to be made to the implementation of curriculum and interventions in order to have ongoing success. The Literacy team will motivate students by offering incentives for achieving mastery on district assessments and promote

collaboration among all content area teachers by providing common PD time and data chats. Homeroom Dailies will provide an opportunity to review learned strategies and address areas of weakness evident in assessments data. Classroom libraries and programs like "Zip Your Lips and Read" (ZYLAR) and "Got Caught Reading", will supplement in class programs such as Reading Plus and Spring Board in school-wide setting.

Major initiatives of the LLT

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading FCAT. Daily homeroom FCAT activities will reinforce the same clusters being taught through language arts and reading, in addition to the emphasis on sustain silent reading. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. The implementation of Springboard through language arts offers a comprehensive approach to building the skills and understanding that students need to achieve success in AP courses and better prepare them for post secondary education. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of CRISS strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students, pull-out tutoring, and Saturday tutoring.

Every Teacher Contributes to Reading Instruction

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

Every teacher is expected to participate in delivering the FCAT related daily homeroom activity, implement reading graphic organizers and CRISS strategies in their curriculum content instruction. This will be monitored through walk through informal observations and homeroom activities will be turned in and graded through the respective content area teachers. Lesson plans will indicate the reading strategies being implemented and tasks cards will utilized when created classroom assessments.

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

Our school implements Criminal Justice, Forensic Science, Firefighter, Paramedic, Early Childhood, Law and Public Administration academies which participate in the implementation of reading and math strategies to demonstrate the relevance in real-world careers. Seniors who have completed the Fire Responder course will be registered for the First Responder Industry Certification Exam through the National Registry Service. We also incorporate and integrate with Miami Dade School of Justice the PSA, CPR and Parking Enforcement Certificate for our students. HEA implements an Exploratory Wheel for the lower grade levels in order to experience all the academies.

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

Every student meets one-on-one with a counselor to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website. In addition, the school counselor provides classroom guidance to address their academic and career planning needs to facilitate a course of study that is personally meaningful. Students are also able to

access their academic, scholarship and transcript information using ConnectEDU.net website. This website is personalized with individual student accounts that allows students to access their information and keep in constant communication with their counselor virtaually.

Strategies for improving student readiness for the public postsecondary level

City of Hialeah Educational Academy has developed an Executive PASS partnership with Miami-Dade College Hialeah Campus and with Florida National University. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes with Miami-Dade College and/or Florida National University. There will also be quarterly excursions to different schools within the college to expose students to the expectations set by the Miami-Dade College and Florida National University and its faculty. Students participate on our College Tour, which is visiting different colleges.

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	57%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%	57%	Yes	63%
White		29%		
English language learners	32%	29%	Yes	39%
Students with disabilities	68%	29%	Yes	72%
Economically disadvantaged	56%	55%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	30%	35%
Students scoring at or above Achievement Level 4	55	26%	28%

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 %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	40	74%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	40%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	31%	36%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		59%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	69	81%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%		No	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%		No	63%
White				
English language learners	44%		No	50%
Students with disabilities				
Economically disadvantaged	60%		No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		41%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		78%	80%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	62%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%	62%	Yes	63%
White		37%		
English language learners	44%	57%	Yes	50%
Students with disabilities		37%		
Economically disadvantaged	60%	62%	Yes	64%

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)		78%	80%

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.		35%	42%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	46%	48%
Students scoring at or above Achievement Level 4	28	29%	29%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	37%	40%
Students scoring at or above Achievement Level 4	14	14%	18%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	39%	43%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		4%

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)	429		561
Participation in STEM-related experiences provided for students	429	95%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	47	11%	20%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	47	100%	100%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	429	100%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	6	27%	30%

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	12%	11%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	6	6%	5%
Students with grade point average less than 2.0	12	3%	2%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	76	17%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	57	13%	12%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	82	91%	91%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	24	83%	85%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0		

Area 9: Parent Involvement

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

Parental involvement targets for the school

N/A Title 1 - see PIP
Please see website: https://app1.fldoe.org/bsa/ParentInvolvementPlan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal for the 2013-2014 school year is to increase levels 4-5 student reading proficiency by 2 percentage points from 27% to 29%.

G2. Our goal for the 2013-2014 school year is to increase level 3 student reading proficiency by 3 percentage points from 31% to 34%.

G3. Our goal for the 2013-2014 school year is to increase students achieving learning grains by 4 percentage to 84%.

G4. Cella Goal 1: ELL students will respond appropriately in demonstrating an understanding of the main idea and essential details of conversations, topics expressed through a variety of media, and oral presentations.

G5. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 6 percentage points from 57 percent to 63%.

G6. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 5 percentage points from 55% to 60%.

G7. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for English as a Second Language (ELL) students subgroup by 10 percentage points from 29% to 39%.

G8. Cella Goal 3: ELL students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

G9. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for Students with Disabilities (SWD) subgroup by 43 percentage points from 29% to 73%.

G10. Cella Goal 2: ELL students will read the text closely to determine meaning in order to establish the central themes and logical inferences.

G11. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 3 percentage points from 74% to 77 %.

G12. Our goal for the 2013-2014 school year is to increase the percentage of students in grades 8 and 10 achieving levels 3.5 or higher on FCAT Writing from 81% to 83%.

G13. Our goal for the 2013-2014 school year is to maintain and increase resources that will enable AMO's to have adequate yearly progress.

G14. Our goal for the 2013-2014 school year is to maintain the increase of learning gains for all and the low 25% students.

G15. Our goal for the 2013-2014 school year is to ensure that students are thoroughly prepared for post-secondary math courses.

G16. Our goal for the 2013-2014 school year in the Algebra I EOC is to increase student proficiency by 3 percentage points from 79% to 82%

G17. Our goal for the 2013-2014 school year is to increase the ability to apply mathematical concepts and/or skills to real-world situations.

G18. Our goal for the 2013-2014 school year in the Geometry EOC is to increase student proficiency by 3 percentage points from 53%-56%.

G19. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 (upper tier) by 3% in the Biology End-of-Course administration.

G20. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

G21. Our goal for 2013-2014 school year is to increase our academies of First Response to 10%, Fire Fighting to 10%, Criminal Justice to 20%, Early Childhood to 20%, Law to 20% and Public Administration to 20%

G22. Our goal for 2013-2014 school year is to decrease the total number of suspensions by 6.

G23. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 (upper tier) by 5 percentage points to 5% in the United States History End-of-Course Examination 2014 administration.

G24. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 (middle tier) by 10 percentage points to 10% in the United States History End-of-Course Examination 2014 administration.

G25. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 (middle tier) by 10 percentage points to 10% in the 2014 Civics End-of-Course Examination administration.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase levels 4-5 student reading proficiency by 2 percentage points from 27% to 29%.

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

Resources Available to Support the Goal
- Achieve 3000
- Springboard
- Achieve 3000
- Springboard English Textual Power
- novels
- Core Curriculum Literature Series by Harcourt

Targeted Barriers to Achieving the Goal
- Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

Plan to Monitor Progress Toward the Goal

Data Talks, Classroom Walk-Throughs, Classroom Observations, Grade level meetings

Person or Persons Responsible
Principal, Assistant Principal, Reading Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment
Summative: 2014 FCAT 2.0 Assessment

G2. Our goal for the 2013-2014 school year is to increase level 3 student reading proficiency by 3 percentage points from 31% to 34%.

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

Resources Available to Support the Goal
- Achieve 3000 - Comprehensive reading, writing, and language arts program

- Reading Plus 4.0 - Reading Fluency Program

- Springboard English Textual Power

- Common Core Reading by Harcourt Publishing

- Passport Reading Journeys Voyager

- novels

Targeted Barriers to Achieving the Goal
- Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

- Students had difficulty determining how text features (e.g., graphs, charts, diagrams, subheadings) contributed to a text.

Plan to Monitor Progress Toward the Goal

Data Talks, Classroom Walk-Throughs, Classroom Observations, Grade level meetings

Person or Persons Responsible
Reading Coach, Principal, Assistant Principal

Target Dates or Schedule:
Daily

Evidence of Completion:
Lesson Plans; Student work folders; Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment Summative: 2014 FCAT 2.0 Assessment

G3. Our goal for the 2013-2014 school year is to increase students achieving learning grains by 4 percentage to 84%.

Targets Supported

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

Resources Available to Support the Goal

- Achieve 3000

- Reading Plus 4.0

- Common Core Reading Series by Harcourt

- AMSCO Publishing Mastering the FCAT

- Science World Magazine by Scholastic

- SCOPE Magazine by Scholastic

- Springboard Pre AP Curriculum

Targeted Barriers to Achieving the Goal

- Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

Plan to Monitor Progress Toward the Goal

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Leadership Literacy Team

Target Dates or Schedule:

on-going

Evidence of Completion:

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G4. Cella Goal 1: ELL students will respond appropriately in demonstrating an understanding of the main idea and essential details of conversations, topics expressed through a variety of media, and oral presentations.

Targets Supported

Resources Available to Support the Goal

- Edge by Hampton Brown
- Scope Magazine by Scholastic
- Achieve 3000
- Science World Magazine by Scholastic
- Reading Plus 4.0

Targeted Barriers to Achieving the Goal

- Due to limited English language skills, students lack the ability to interpret questions and respond appropriately in an academic setting. Because of their limited English proficiency, ELL students also lack the ability to interpret multimedia presentation to under its content and respond to questions.

Plan to Monitor Progress Toward the Goal

Monitor, review, and meet with staff to adjust instruction as needed.

Person or Persons Responsible
Principal, Assistant Principal

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: Performance-based mini-assessments based on rubric Summative: 2014 Cella

G5. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 6 percentage points from 57 percent to 63%.

Targets Supported

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

Resources Available to Support the Goal

- Achieve 3000

- Reading Plus 4.0

- Common Core Reading by Harcourt

- Mastering the FCAT by AMSCO Publishing

- Sadlier Vocabulary Workshop

- Springboard Pre AP Curriculum

- Science World Magazine by Scholastic

- SCOPE Magazine by Scholastic

Targeted Barriers to Achieving the Goal

- Limited exposure to high level vocabulary and vocabulary strategies hindered read comprehension skills and vocabulary development.

Plan to Monitor Progress Toward the Goal

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

On-going throughout the year

Evidence of Completion:

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G6. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 5 percentage points from 55% to 60%.

Targets Supported

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

Resources Available to Support the Goal

- Achieve 3000

- Reading Plus 4.0

- Mastering the FCAT 2.0 by AMSCO Publishing

- Springboard Pre AP Curriculum

- Science World by Scholastic

- SCOPE Magazine by Scholastic

Targeted Barriers to Achieving the Goal

- Lack of target tutoring and insufficient time to utilize the reading technology component hindered progress.

Plan to Monitor Progress Toward the Goal

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G7. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for English as a Second Language (ELL) students subgroup by 10 percentage points from 29% to 39%.

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

Resources Available to Support the Goal
- Edge Reading by Hampton Brown

- Achieve 3000

- Reading Plus 4.0

- Common Core Reading by Harcourt

- Science World Magazine by Scholastic

- SCOPE Magazine by Scholastic

- Springboard Pre AP Curriculum

Targeted Barriers to Achieving the Goal
- Limited vocabulary hindered student performance in reading.

Plan to Monitor Progress Toward the Goal

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G8. Cella Goal 3: ELL students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Targets Supported

Resources Available to Support the Goal
- Edge by Hampton Brown

Targeted Barriers to Achieving the Goal
- Due to limited English language skills, students lack the ability to write informative and persuasive text with a clear focus, complex ideas, arguments, counter claims, mature vocabulary, sentence variation, proper grammar, voice, and a variaty of styles and tones.

Plan to Monitor Progress Toward the Goal

Monitor on-going classroom assessments focusing on students' writing performance through the use of writing portfolios.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: Performance-based Mini-assessments and prompt writing with the use of rubrics Summative: 2014 CELLA

G9. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for Students with Disabilities (SWD) subgroup by 43 percentage points from 29% to 73%.

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

Resources Available to Support the Goal
- Achieve 3000
- Reading Plus 4.0
- Springboard Pre AP Curriculum
- Mastering the FCAT by AMSCO Publishing
- Science World Magazine by Scholastic
- SCOPE Reading Magazine by Scholastic
- Common Core Reading by Harcourt

Targeted Barriers to Achieving the Goal
- Lack of targeted tutoring and insufficient time to utilize the reading technology component hindered progress. 2

Plan to Monitor Progress Toward the Goal

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G10. Cella Goal 2: ELL students will read the text closely to determine meaning in order to establish the central themes and logical inferences.

Targets Supported

Resources Available to Support the Goal

- Achieve 3000
- Reading Plus 4.0
- Edge Reading by Hampton Brown
- Science World by Scholastic
- Scope Magazine by Scholastic

Targeted Barriers to Achieving the Goal

- Due to limited English language skills, students lack the ability to read and orally respond to written text.

Plan to Monitor Progress Toward the Goal

Review classroom assessments focusing on student's reading (decoding and comprehension) ability and response.

Person or Persons Responsible
Principal; Assistant Principal

Target Dates or Schedule:
On-going throughout the year

Evidence of Completion:
Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments; Mini-assessments based on rubric Summative: 2013 CELLA Assessment

G11. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 3 percentage points from 74% to 77 %.

Targets Supported

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

Resources Available to Support the Goal

- Achieve 3000

- Reading Plus 4.0

- Springboard Pre AP Curriculum

- Edge by Hampton Brown

- Common Core Reading by Harcourt

- Science World Magazine by Scholastic

- Scope Magazine by Scholastic

Targeted Barriers to Achieving the Goal

- Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

Plan to Monitor Progress Toward the Goal

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G12. Our goal for the 2013-2014 school year is to increase the percentage of students in grades 8 and 10 achieving levels 3.5 or higher on FCAT Writing from 81% to 83%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Analytically by Rossenwasser and Stephen

- Springboard by Collegeboard

- Florida Writes 2013 Rubric and Anchor Papers

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing in a descriptive manner and to support their writing with valid evidence.

Plan to Monitor Progress Toward the Goal

Monitor writing assignments and writing portfolios to determine progress and adjust focus and instruction as needed. Meet with staff re: student progress through data talks.

Person or Persons Responsible

Principal, Assistant Principal, Language Arts Department Chairperson

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Students scores on bi-weekly writing assessments through use of state rubric. District Pre and Mid-Year Writing Test Summative: 2013 FCAT Writing Assessment

G13. Our goal for the 2013-2014 school year is to maintain and increase resources that will enable AMO's to have adequate yearly progress.

Targets Supported

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G14. Our goal for the 2013-2014 school year is to maintain the increase of learning gains for all and the low 25% students.

Targets Supported

Resources Available to Support the Goal
- SpringBoard, MathXL, Pearson Success and USA Test Prep

Targeted Barriers to Achieving the Goal
- Students are unable to solve multi-step and complex problems involving math problems that require higher-order thinking processes.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G15. Our goal for the 2013-2014 school year is to ensure that students are thoroughly prepared for post-secondary math courses.

Targets Supported

Resources Available to Support the Goal
- Graphing calculator programs

Targeted Barriers to Achieving the Goal
- Students are having deficiency with quadratic equations and functions.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G16. Our goal for the 2013-2014 school year in the Algebra I EOC is to increase student proficiency by 3 percentage points from 79% to 82%

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- USA Test Prep, Math XL, Pearson Success, and SpringBoard

Targeted Barriers to Achieving the Goal
- Students had difficulty with basic math operations and mental math.

Plan to Monitor Progress Toward the Goal

Monthly department meetings to discuss and attain teacher feeback.

Person or Persons Responsible
Math Department chair and leadership team

Target Dates or Schedule:
Fall, Winter and Spring Interim Assessments

Evidence of Completion:
Results from the 2014 Algebra I EOC

G17. Our goal for the 2013-2014 school year is to increase the ability to apply mathematical concepts and/ or skills to real-world situations.

Targets Supported

Resources Available to Support the Goal
- SpringBoard, MathXL

Targeted Barriers to Achieving the Goal
- Students' deficiency to apply math to real-world scenarios.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G18. Our goal for the 2013-2014 school year in the Geometry EOC is to increase student proficiency by 3 percentage points from 53%-56%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- USA Test Prep, SpringBoard

Targeted Barriers to Achieving the Goal
- Students have difficulty with the concepts of Geometry and Measurement

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G19. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 (upper tier) by 3% in the Biology End-of-Course administration.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- USA Test Prep, Achieve 3000, Pearson, Crego

Targeted Barriers to Achieving the Goal
- The area of deficiency according to the 2012 administration of the Biology EOC Baseline Assessment is scientific thinking. Students need to develop higher order thinking skills in order to increase levels of proficiencies, focusing on critical thinking and cause and effect.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G20. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

Targets Supported
- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal
- Formative Assessments and projects

Targeted Barriers to Achieving the Goal
- Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force.

Plan to Monitor Progress Toward the Goal

Quarterly monitoring of students credit history

Person or Persons Responsible
Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative assessments

G21. Our goal for 2013-2014 school year is to increase our academies of First Response to 10%, Fire Fighting to 10%, Criminal Justice to 20%, Early Childhood to 20%, Law to 20% and Public Administration to 20%

Targets Supported
- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The opportunity for students to earn industry certification.

Plan to Monitor Progress Toward the Goal

The principal will closely monitor the academic progress of the CTE students in their CTE courses.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:

G22. Our goal for 2013-2014 school year is to decrease the total number of suspensions by 6.

Targets Supported
- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal
- The student code of conduct

Targeted Barriers to Achieving the Goal
- After a careful analysis of the suspensions during the 2013-2014 school year, it was determined that a common cause for suspension was that students lack conflict-resolution strategies.

Plan to Monitor Progress Toward the Goal

Monitor Student Contact Log for evidence of communication with students and progress in Personal-Social Development.

Person or Persons Responsible
Administrators, Criminal Justice Academy Instructors

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student Contact Log Parent Communication Log

G23. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 (upper tier) by 5 percentage points to 5% in the United States History End-of-Course Examination 2014 administration.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- New York Times Upfront Magazine Curriculum, Discovery Learning Database, American Vision textbook

Targeted Barriers to Achieving the Goal
- Students have limited understanding and knowledge of the importance of historiography, which includes how historical knowledge is obtained and transmitted when interpreting and analyzing events throughout United States history.

Plan to Monitor Progress Toward the Goal

Data analysis of assessments comparing District Baseline Benchmark Assessment results to District Interim Assessments will be taking place between the school's administration, the teacher, and the students.

Person or Persons Responsible
The school's administration will be responsible for the monitoring of the progress toward meeting this goal.

Target Dates or Schedule:
The implementation will be on-going throughout the 2013-2014 school year.

Evidence of Completion:
The results of the 2014 United States History End of Course Exam.

G24. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 (middle tier) by 10 percentage points to 10% in the United States History End-of-Course Examination 2014 administration.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- New York Times Upfront Magazine Curriculum, Discovery Learning Database, American Vision textbook

Targeted Barriers to Achieving the Goal
- Students have a limited knowledge of key terminology used in the study of United States History.

Plan to Monitor Progress Toward the Goal

Data analysis of assessments comparing District Baseline Benchmark Assessment results to District Interim Assessments will be taking place between the school's administration, the teacher, and the students.

Person or Persons Responsible
The school's administration will be responsible for the monitoring of the progress toward meeting this goal.

Target Dates or Schedule:
The monitoring will take place throughout the 2013-2014 school year.

Evidence of Completion:
The results of the 2014 United States History End of Course Exam.

G25. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 (middle tier) by 10 percentage points to 10% in the 2014 Civics End-of-Course Examination administration.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- New York Times Upfront Magazine Curriculum, Discovery Learning Database, Civics textbook

Targeted Barriers to Achieving the Goal
- Students have a limited knowledge of key terminology used in the study of Civics.

Plan to Monitor Progress Toward the Goal

Data analysis of assessments comparing District Baseline Benchmark Assessment results to District Interim Assessments will be taking place between the school's administration, the teacher, and the students.

Person or Persons Responsible
The school's administration will be responsible for monitoring the progress toward meeting this goal.

Target Dates or Schedule:
The progress towards meeting this goal will be carried out during the 2013-2014 school year.

Evidence of Completion:
The results of the 2014 Civics End of Course Exam.

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for the 2013-2014 school year is to increase levels 4-5 student reading proficiency by 2 percentage points from 27% to 29%.

G1.B1 Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

G1.B1.S1 Students will us analytical graphic organizers, critical thinking questioning techniques, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, SIFT, RAFT, Coding/ Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, Cornell Note-taking,and summarization to identify theme, point of view, characterization, setting, and plot within and across texts.

Action Step 1

On-going classroom assessments focusing on student's knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across text.

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Mini-assessments, baseline and Interim District Assessments Summative: 2014 FCAT Assessments

Facilitator:

Amy Simpson and Graciela Carbajosa

Participants:

Instructional staff

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

On-going classroom assessments focusing on student's knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across text.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

daily

Evidence of Completion

Formative: Mini-assessments, baseline and Interim District Assessments Summative: 2014 FCAT Assessments

Plan to Monitor Effectiveness of G1.B1.S1

On-going classroom assessments focusing on student's knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across text.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

daily

Evidence of Completion

Formative: Mini-assessments, baseline and Interim District Assessments Summative: 2014 FCAT Assessments

G2. Our goal for the 2013-2014 school year is to increase level 3 student reading proficiency by 3 percentage points from 31% to 34%.

G2.B1 Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

G2.B1.S1 During pre-reading activities, students will use previewing techniques, pictorial clues, brainstorming, Anticipation/Reaction Guides, Think-Pair-Share, and Think-Alouds to make predictions and gain an understanding of a variety of text including fiction, non-fiction, and poetry.

Action Step 1

Instructional focus is on students' knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts using CRISS strategies, visualization techniques, two column note-taking, venn diagrams, and graphic organizers for analysis including SIFT. THIEVE, and RAFT,

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Ongoing Classroom Assessment

Evidence of Completion

Formative: Mini-Assessments, MDCPS District Baseline and Interim Assessments Summative: 2014 FCAT Assessment

Facilitator:

Amy Simpson and Graciela Carbajosa

Participants:

Instructional staff

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

Classroom Walk-Throughs; Classroom observations, Instructional meeting with staff; Data discussions

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student work, student portfolios Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Mentoring and monitoring, classroom walk-throughs, classroom observations

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

daily

Evidence of Completion

student work, student portfolios Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment Summative: 2014 FCAT 2.0 Assessment

G2.B1.S2 During and following the reading process, students will us analytical graphic organizers, question, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, Coding/ Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, and summarization to identify theme, point of view, characterization, setting, and plot within and across texts.

Action Step 1

Focus encourages students to pose questions about a text at different levels of Bloom's Taxonomy; students then share their questions

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

On-going classroom assessments

Evidence of Completion

Formative: Mini-Assessments, MDCPS District Baseline and Interim Assessments Summative: 2014 FCAT Assessment

Facilitator:

Amy Simpson

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Classroom Walk-Throughs; Classroom observations, Instructional meeting with staff; Data discussions

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Student work folders and portfolios; Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G2.B1.S2

Classroom Walk-Throughs; Classroom observations, Instructional meeting with staff; Data discussions

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Student work folders; Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment Summative: 2014 FCAT 2.0 Assessment

G2.B2 Students had difficulty determining how text features (e.g., graphs, charts, diagrams, subheadings) contributed to a text.

G2.B2.S1 Instruct students to be active readers using titles, headings, boldface terms, key vocabulary, and significant details and examples including those found in charts, graphs, captions, and footnotes as "signposts" during their reading process to remember the topics, significant details/examples, and aid in evaluating the strength and worth of an author's style, message, and analysis of information provided.

Action Step 1

A thinking tree will be used to illustrate each layer of reading and allow for guided practice so all students can develop the necessary skills to becoming active readers and: – One, develop a literal comprehension of the basic elements of a text. – Two, make inferences about the material presented by combining previous knowledge and the knowledge on the page in order to draw "quick conclusions". – Three, draw conclusions about the information presented in the text and then test that conclusion by constantly monitoring, revising, confirming, and affirming the knowledge gained. – Four, compare and contrast elements of text in order to understand the relationship of the parts to the whole. – Five, evaluate the information presented and measuring it against other sources of knowledge, logic, or values.

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student classwork, student portfolio, assessments (formative and summative)

Facilitator:

Amy Simpson

Participants:

Instructional staff

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

Classroom walk-throughs and observations; Instructional planning meetings; Grade-level meetings; Department meetings; Data discussions

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Assessment data (formative and summative); MDCPS District Baseline and Interim Assessments; Student classwork, Student portfolios

Plan to Monitor Effectiveness of G2.B2.S1

Classroom walk-throughs and observations; Data Discussions; Literacy Leadership Team Meetings; Grade and Department meetings

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal

Target Dates or Schedule

Daily; Also bi-weekly data will be reviewed and instruction will be adjusted.

Evidence of Completion

Formative Assessment: Mini-Assessments, MDCPS Baseline and Interim District Assessment
Summative: 2014 FCAT 2.0 Assessment

G3. Our goal for the 2013-2014 school year is to increase students achieving learning grains by 4 percentage to 84%.

G3.B1 Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

G3.B1.S1 Students will analyze their 2013 FCAT Reading Test and Baseline Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction, using differentiated instructional strategies. Throughout the year students will analyze their academic improvement using data chats, based on their Interim Assessment results. Target tutoring assistance will be provided before, during, after-school, and on Saturdays.

Action Step 1

Implementation of the following programs: Reading Plus 4.0, Achieve 3000 - and data from reading assessments and data reports of reading software will be used to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Instructional staff and Literacy Leadership Team {LLT)

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Facilitator:

Carlos Alverez, Amy Simpson, and Graciela Carbajosa

Participants:

Instructional staff and Literacy Leadership Team {LLT)

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

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

On-going throughout year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G4. Cella Goal 1: ELL students will respond appropriately in demonstrating an understanding of the main idea and essential details of conversations, topics expressed through a variety of media, and oral presentations.

G4.B1 Due to limited English language skills, students lack the ability to interpret questions and respond appropriately in an academic setting. Because of their limited English proficiency, ELL students also lack the ability to interpret multimedia presentation to under its content and respond to questions.

G4.B1.S1 Students will participate in a variety of activities including discussions, jigsaw, games, interviews, think-pair-share, debates, group projects, role playing, reciprocal teaching, cooperative grouping, creative dramatics, and reader's theatre in order to engage effectively in diverse collaborative discussions, building on others; ideas and expressing their own clearly and persuasively. ELL students will view and listen to an array of digital media (audio/visual and interactive elements) for main idea, theme an d essential details in order to enhance understanding and respond to questions in an oral format.

Action Step 1

Review student performance and determine instruction appropriate for each student.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Performance-based mini-assessments based on rubric Summative: 2014 Cella

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

Monitor, review and adjust instruction as needed.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Performance-based mini-assessments based on rubric Summative: 2014 Cella

Plan to Monitor Effectiveness of G4.B1.S1

Monitor, review, and meet with staff to adjust instruction as needed.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Performance-based mini-assessments based on rubric Summative: 2014 Cella

G5. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 6 percentage points from 57 percent to 63%.

G5.B1 Limited exposure to high level vocabulary and vocabulary strategies hindered read comprehension skills and vocabulary development.

G5.B1.S1 Provide instruction in vocabulary development including prefix, suffix, and root words. Include instruction in context clues and multiple meaning of words. Students will be exposed to high level vocabulary through context and content. Use of vocabulary maps, visualization techniques, vocabulary in context, integrating vocabulary into prior knowledge, and common core literature will provide opportunities for vocabulary development.

Action Step 1

Analysis of placement reports from Reading Plus 4.0, Achieve 3000,and FAIR will be used to determine areas of need. Data from reading assessments and on-going performance reports of reading software will be used to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Instructional staff and Literacy Leadership Team

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Facilitator:

Carlos Alvarez, Amy Simpson, and Graciela Carbajosa

Participants:

Instructional staff and Literacy Leadership Team

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

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Principa,l Assistant Principal, Reading Coach

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G6. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 5 percentage points from 55% to 60%.

G6.B1 Lack of target tutoring and insufficient time to utilize the reading technology component hindered progress.

G6.B1.S1 Utilize FCAT 2012-2013 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the stationary and mobile computer labs to access Reading Plus and Achieve 3000 to increase fluency, vocabulary, and reading comprehension.

Action Step 1

Use of Reading Plus 4.0 and Achieve 3000 will determine placement in the programs and identify areas of need in reading. Progress reports of these programs will be used to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Facilitator:

Carlos Alvarez, Ivelisse Puentes, Amy Simpson

Participants:

Literacy Leadership Team

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

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Plan to Monitor Effectiveness of G6.B1.S1

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G7. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for English as a Second Language (ELL) students subgroup by 10 percentage points from 29% to 39%.

G7.B1 Limited vocabulary hindered student performance in reading.

G7.B1.S1 Utilize FCAT 2012-2013 data to identify students and use CELLA scores to place in appropriate interventions and monitor student progress on a monthly basis. Students will benefit from a variety of activities working with sets of words that are semantically related. Students will work with prefixes, suffixes, and root words. Target ELL tutoring assistance will be provided during school and on Saturdays. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings and multiple meanings based on context.

Action Step 1

Use FAIR, Reading Plus 4.0, and Achieve 3000 placement tests to determine areas of reading need and determine required interventions and strategies. Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Instructional Staff and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Facilitator:

Carlos Alvarez, Amy Simpson, and Garciela Carbojosa

Participants:

Instructional Staff and Literacy Leadership Team

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

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Plan to Monitor Effectiveness of G7.B1.S1

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G8. Cella Goal 3: ELL students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

G8.B1 Due to limited English language skills, students lack the ability to write informative and persuasive text with a clear focus, complex ideas, arguments, counter claims, mature vocabulary, sentence variation, proper grammar, voice, and a variaty of styles and tones.

G8.B1.S1 ELL students will used visualization techniques, sentence expansion, graphic organizers, modeling, conferencing, peer support, and anchor paper analysis to develop clear writing with effective technique, wel-chosen details, and sell-organized formats directed toward a specific purpose and audience guides by the use of rubrics. Students will analyze language techniques for professional authors to view usage of voice, style, figurative language, tone, mood, connotation, and denotation in order to establish their own style in writing. Student's writing will be maintained in writing portfolios.

Action Step 1

Identify students' areas of need and determine a plan to implement the needed writing program.

Person or Persons Responsible

ESOL Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Performance-based Mini-assessments and prompt writing with the use of rubrics
Summative: 2014 CELLA

Facilitator:

Amy Simpson

Participants:

ESOL Teacher

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

Monitor on-going classroom assessments focusing on students' writing performance through the use of writing portfolios.

Person or Persons Responsible

Principal, Assistant Principal, ESOL Chairperson, Language Arts Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Performance-based Mini-assessments and prompt writing with the use of rubrics
Summative: 2014 CELLA

Plan to Monitor Effectiveness of G8.B1.S1

Monitor on-going classroom assessments focusing on students' writing performance through the use of writing portfolios.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Performance-based Mini-assessments and prompt writing with the use of rubrics
Summative: 2014 CELLA

G9. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for Students with Disabilities (SWD) subgroup by 43 percentage points from 29% to 73%.

G9.B1 Lack of targeted tutoring and insufficient time to utilize the reading technology component hindered progress. 2

G9.B1.S1 Utilize FCAT 2012-2013 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the stationary and mobile computer labs to access Reading Plus and Achieve 3000 to increase fluency, vocabulary, and reading comprehension.

Action Step 1

Identify areas of need based on assessment results from FAIR, Reading Plus 4.0, and Achieve 3000. Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Instructional staff and Literacy Leadership TEam

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Facilitator:

Carlos Alvarez, AMy Simpson, and Graciela Carbajosa

Participants:

Instructional staff and Literacy Leadership TEam

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

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Principal, Assistant Principal, SPED School Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Plan to Monitor Effectiveness of G9.B1.S1

Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G10. Cella Goal 2: ELL students will read the text closely to determine meaning in order to establish the central themes and logical inferences.

G10.B1 Due to limited English language skills, students lack the ability to read and orally respond to written text.

G10.B1.S1 Students will use graphic organizers, visual clues, annotation, underlining, and summarization techniques to cite specific textual evidence when writing or speaking to answer comprehension and support conclusions form the text. Students will listen to, read, and discuss familiar and conceptually challenging text using visualization strategies, graphic organizers, context clues, and the software Achieve 3000.

Action Step 1

Review classroom assessments focusing on student's reading (decoding and comprehension) ability and response.

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments; Mini-assessments based on rubric Summative: 2013 CELLA Assessment

Facilitator:

Amy Simpson and Graciela Carbajosa

Participants:

Principal; Assistant Principal

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

Review classroom assessments focusing on student's reading (decoding and comprehension) ability and response.

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments; Mini-assessments based on rubric Summative: 2013 CELLA Assessment

Plan to Monitor Effectiveness of G10.B1.S1

Review classroom assessments focusing on student's reading (decoding and comprehension) ability and response.

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments; Mini-assessments based on rubric Summative: 2013 CELLA Assessment

G11. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 3 percentage points from 74% to 77 %.

G11.B1 Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

G11.B1.S1 Students will use the Reading Plus 4.0 intervention and Achieve 3000. Students will analyze their 2013 FCAT Reading Test and Baseline and Interim Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction using differentiated instructional strategies on an on-going basis. Target tutoring assistance will be provided during school and on Saturdays.

Action Step 1

Analyze placement and on-going reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Instructional staff and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Facilitator:

Carlos Alvarez, Amy Simpson, and Garciela Carbajosa

Participants:

Instructional staff and Literacy Leadership Team

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

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

Plan to Monitor Effectiveness of G11.B1.S1

Analysis of reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G12. Our goal for the 2013-2014 school year is to increase the percentage of students in grades 8 and 10 achieving levels 3.5 or higher on FCAT Writing from 81% to 83%.

G12.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing in a descriptive manner and to support their writing with valid evidence.

G12.B1.S1 During writing instruction, students will use a graphic organizer to construct a logical sequence of beginning, middle, and end, using supporting details, examples, statistics, and real-life examples to develop focus and elaboration. Instruction will also focus on descriptive details and vivid vocabulary using imagery writing techniques. Students will develop writing techniques for a variety of audiences and purposes, while incorporating voice with in their writing. Using modeling, graphic organizers, webbing, two column notes, and lists, students will produce organized, clean ,and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Students will analyze anchor papers to gain an understanding of writing techniques. Students will write arguments to support claims on an analysis of substantive topics or text, using valid reasoning and relevant sufficient evidence. Students will create a writing portfolio that will show progress in specific areas of writing that will include timed and untimed writing. Students will review writing samples to identify sentence structures, punctuation, subject/verb agreement, and pronoun referent error. Conferencing and peer editing will assist with the continual improvement of grammar and writing.

Action Step 1

Identify the areas of students' needs in expository and persuasive writing based on the Pre-Writing Test. Target areas of need for instruction. Monitor student progress through daily writing of timed and untimed prompts.

Person or Persons Responsible

Language Arts and Speech Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Students scores on bi-weekly writing assessments through use of state rubric. District Pre and Mid-Year Writing Test Summative: 2013 FCAT Writing Assessment

Facilitator:

Amy Simpson

Participants:

Language Arts and Speech Teachers

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

Monitor writing assignments and writing portfolios to determine progress and adjust focus and instruction as needed. Meet with staff re: student progress through data talks.

Person or Persons Responsible

Principal, Assistant Principal, Language Arts Department Chairperson

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Students scores on bi-weekly writing assessments through use of state rubric. District Pre and Mid-Year Writing Test Summative: 2013 FCAT Writing Assessment

Plan to Monitor Effectiveness of G12.B1.S1

Monitor writing assignments and writing portfolios to determine progress and adjust focus and instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Students scores on bi-weekly writing assessments through use of state rubric. District Pre and Mid-Year Writing Test Summative: 2013 FCAT Writing Assessment

G14. Our goal for the 2013-2014 school year is to maintain the increase of learning gains for all and the low 25% students.

G14.B1 Students are unable to solve multi-step and complex problems involving math problems that require higher-order thinking processes.

G14.B1.S1 Provide after school tutoring to remediate and reinforce concepts.

Action Step 1

Leadership team will do walk-throughs to monitor implementation strategies.

Person or Persons Responsible

Math department chair and leadership team

Target Dates or Schedule

District Assessments and bi-weekly assessments

Evidence of Completion

Proficiency on district assessments.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G14.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G15. Our goal for the 2013-2014 school year is to ensure that students are thoroughly prepared for post-secondary math courses.

G15.B1 Students are having deficiency with quadratic equations and functions.

G15.B1.S1 Provide students with more practice in using graphing technology to graph, solve and interpret quadratic equations.

Action Step 1

Review formative bi-weekly assessments and ensure progress is being made.

Person or Persons Responsible

Math department chair and leadership team

Target Dates or Schedule

Bi-weekly assessments

Evidence of Completion

Bi-weekly assessments and student work

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G15.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G16. Our goal for the 2013-2014 school year in the Algebra I EOC is to increase student proficiency by 3 percentage points from 79% to 82%

G16.B1 Students had difficulty with basic math operations and mental math.

G16.B1.S1 Math resources will be incorporated into the instructional program which include manipulatives, videos, visual representations, guided practice and explicit instruction, peer-assisted learning and technology-assisted intervention.

Action Step 1

Monthly department meetings to discuss and attain teacher feedback.

Person or Persons Responsible

Math department chair and leadership team.

Target Dates or Schedule

Fall, Winter and Spring Interim assessments

Evidence of Completion

Results from the Algebra I EOC

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G16.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G17. Our goal for the 2013-2014 school year is to increase the ability to apply mathematical concepts and/or skills to real-world situations.

G17.B1 Students' deficiency to apply math to real-world scenarios.

G17.B1.S1 Provide students the opportunity to develop exploration, inquiry and hands-on activities to increase understanding in using math in real-world applications.

Action Step 1

Review bi-weekly assessments to ensure progress being made and adjust instruction as needed.

Person or Persons Responsible

Math department chair and leadership team.

Target Dates or Schedule

Bi-weekly assessments

Evidence of Completion

Bi-weekly assessments, math labs and projects.

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G17.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G18. Our goal for the 2013-2014 school year in the Geometry EOC is to increase student proficiency by 3 percentage points from 53%-56%.

G18.B1 Students have difficulty with the concepts of Geometry and Measurement

G18.B1.S1 Instruction will incorporate more hands-on learning activities with visual stimulus. The use of manipulatives will provide students with the opportunities for more critical thinking skills through concrete learning.

Action Step 1

Review data from progress monitoring assessments and adjust instruction as needed.

Person or Persons Responsible

Math department chair and leadership team

Target Dates or Schedule

District Assessments

Evidence of Completion

Results from the 2014 Geometry EOC.

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G18.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G19. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 (upper tier) by 3% in the Biology End-of-Course administration.

G19.B1 The area of deficiency according to the 2012 administration of the Biology EOC Baseline Assessment is scientific thinking. Students need to develop higher order thinking skills in order to increase levels of proficiencies, focusing on critical thinking and cause and effect.

G19.B1.S1 Apply scientific investigation skills to design and execute appropriate types of experiments. Data will be collected in order to analyze it and form conclusions on biological topics using lab and safety procedures standard to a science class. Students will be provided with compare-contrast, interpret, analyze, and explain Life Science activities and class discussions that will include environmental and ecological concepts.

Action Step 1

Monthly Meeting Department Meetings to attain teacher feedback.

Person or Persons Responsible

Department Chair and Professional Leadership Team

Target Dates or Schedule

Biology Baseline and Interim Assessments

Evidence of Completion

Biology EOC

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G19.B1.S1

    Person or Persons Responsible

    Target Dates or Schedule

    Evidence of Completion

G20. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

G20.B1 Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force.

G20.B1.S1 Students will participate in project-based instruction and an active hands-on learning environment the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in a collaborative formats.

    Action Step 1

    Monitor student learning through STEM formative assessment such as 3-2-1 reflections, "As I See It" sentence stems, prompts, questioning techniques, reflections, thinking diagrams, ranking alternative strategies, exit tickets, Venn diagrams, individual projects, Facts/Questions/Response strategy and group projects.

    Person or Persons Responsible

    Administration

    Target Dates or Schedule

    Quarterly monitoring

    Evidence of Completion

    Formative Assessments and Projects

    Facilitator:

    Leadership Team

    Participants:

    Administration

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Quarterly monitoring of students credit history

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments

Plan to Monitor Effectiveness of G20.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G21.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G22. Our goal for 2013-2014 school year is to decrease the total number of suspensions by 6.

G22.B1 After a careful analysis of the suspensions during the 2013-2014 school year, it was determined that a common cause for suspension was that students lack conflict-resolution strategies.

G22.B1.S1 Peer mediation to address Conflict-Resolution Strategies with students in order to acquire attitude, knowledge, and interpersonal skills to help them understand and respect self and others. Character development and team building activities conducted weekly by a Criminal Justice Academy Instructor.

Action Step 1

Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in Log/Parental Involvement Monthly School Report

Facilitator:

Guidance Counselor

Participants:

Administrators

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G22.B1.S1

Monitor Parents and Students Log fro evidence of communication

Person or Persons Responsible

Administation

Target Dates or Schedule

Monthly

Evidence of Completion

Log/Parental Involvement

G23. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 (upper tier) by 5 percentage points to 5% in the United States History End-of-Course Examination 2014 administration.

G23.B1 Students have limited understanding and knowledge of the importance of historiography, which includes how historical knowledge is obtained and transmitted when interpreting and analyzing events throughout United States history.

G23.B1.S1 Students will be taught the skills necessary to guide them through the process of analyzing primary and secondary sources including those found in the Discovery Learning Database and New York Times Upfront curriculum in all lessons.

Action Step 1

The title of the professional development is the AP Summer Institute for United States History.

Person or Persons Responsible

The United States History Teacher attended professional development.

Target Dates or Schedule

This professional development took place during the Summer of 2013.

Evidence of Completion

A certificate is awarded at the completion of this professional development activity.

Facilitator:

College Board

Participants:

The United States History Teacher attended professional development.

Action Step 2

The New York Times Upfront Magazine Curriculum will be utilized in United States History Classes as supplemental material.

Person or Persons Responsible

The school's administration will purchase supplemental material to be utilized by the Social Studies Department.

Target Dates or Schedule

The use of this supplemental material will take place throughout the 2013-2014 school year.

Evidence of Completion

The use of this curriculum must be reflected in the weekly lesson plans.

Plan to Monitor Fidelity of Implementation of G23.B1.S1

The school's administration will review classroom lesson plans on a weekly basis to insure the implementation of the action plan.

Person or Persons Responsible

The school's administration will be responsible for the monitoring of the implementation.

Target Dates or Schedule

The implementation of this strategy will be on-going throughout the 2013-2014 school year.

Evidence of Completion

The notes from classroom walk-throughs will be used as evidence of the monitoring of implementation.

Plan to Monitor Effectiveness of G23.B1.S1

Data analysis of assessments comparing District Baseline Benchmark Assessment results to the site generated assessments will be taking place between the school's administration and the teacher.

Person or Persons Responsible

The school's administration will be responsible for the monitoring of the effectiveness.

Target Dates or Schedule

The implementation of this strategy will be on-going throughout the 2013-2014 school year.

Evidence of Completion

The meeting agendas will be used as evidence of the completion of the monitoring the strategy effectiveness.

G24. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 (middle tier) by 10 percentage points to 10% in the United States History End-of-Course Examination 2014 administration.

G24.B1 Students have a limited knowledge of key terminology used in the study of United States History.

G24.B1.S1 Students will be provided with activities and instruction tailored to develop an understanding of the content-specific vocabulary needed to gain an in-depth understanding of events in United State History.

Action Step 1

The United States history teacher will utilize a variety of graphic organizers to introduce content-specific vocabulary.

Person or Persons Responsible

The United States history teacher will be responsible for carrying out this action step.

Target Dates or Schedule

The implementation of this action step will take place throughout the 2013-2014 school year.

Evidence of Completion

Weekly lesson plans should indicate the implementation of this action step.

Plan to Monitor Fidelity of Implementation of G24.B1.S1

The school's administration will review classroom lesson plans on a weekly basis to insure the implementation of the action plan.

Person or Persons Responsible

The school's administration will be responsible for monitoring the fidelity of implementation.

Target Dates or Schedule

The implementation of this strategy will be on-going throughout the 2013-2014 school year.

Evidence of Completion

The notes from classroom walk-throughs will be used as evidence of the monitoring of implementation.

Plan to Monitor Effectiveness of G24.B1.S1

Data analysis of assessments comparing District Baseline Benchmark Assessment results to the site generated assessments will be taking place between the school's administration and the teacher.

Person or Persons Responsible

The school's administration will be responsible for monitoring the effectiveness of this strategy.

Target Dates or Schedule

The monitoring of the effectiveness will be on-going throughout the 2013-2014 school year.

Evidence of Completion

The meeting agendas will be used as evidence of the completion of the monitoring of the strategy effectiveness.

G25. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 (middle tier) by 10 percentage points to 10% in the 2014 Civics End-of-Course Examination administration.

G25.B1 Students have a limited knowledge of key terminology used in the study of Civics.

G25.B1.S1 Students will be provided with activities and instruction tailored to develop an understanding of the content-specific vocabulary needed to gain an in-depth understanding of concepts addressed in the study of Civics. Cumulative Exams and Testing Strategies Review.

Action Step 1

The Civics teacher will utilize a variety of graphic organizers to introduce content-specific vocabulary.

Person or Persons Responsible

The Civics teacher will be responsible for the implementation of this action step.

Target Dates or Schedule

This action step will be implemented throughout the 2013-2014 school year.

Evidence of Completion

Weekly lesson plans will indicate the implementation of this action step.

Plan to Monitor Fidelity of Implementation of G25.B1.S1

The school's administration will review classroom lesson plans on a weekly basis to insure the implementation of the action plan.

Person or Persons Responsible

The school's administration will be responsible for the monitoring of the fidelity of implementation.

Target Dates or Schedule

The fidelity of implementation will be monitored throughout the 2013-2014 school year.

Evidence of Completion

The notes from classroom walk-throughs will be used as evidence of the monitoring of implementation.

Plan to Monitor Effectiveness of G25.B1.S1

Data analysis of assessments comparing District Baseline Benchmark Assessment results to the site generated assessments will be taking place between the school's administration and the teacher.

Person or Persons Responsible

The school's administration will be responsible for monitoring the effectiveness of this strategy.

Target Dates or Schedule

The effectiveness will be monitored throughout the 2013-2014 school year.

Evidence of Completion

The meeting agendas will be used as evidence of the completion of the monitoring the strategy effectiveness.

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
City of Hialeah Educational Academy provides services to ensure students requiring addition remediation are assisted through after-school programs or summer school. 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. Other components that are integrated into the school-wide program include an extensive Parental Program, Title CHESS, supplemental educational services, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C
The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
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 at each school focusing on Professional Learning Community development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• 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)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)
Title X-Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart 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 twelve homeless shelters in the community.
• Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several

homeless shelters in the community, pending funding.
• The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
The school will receive funding from Supplemental Academic Instruction as part of its Florida Education Finance Program allocation.
Violence Prevention Programs
City of Hialeah Educational Academy provides a part-time TRUST counselor which oversees non-violence and anti-drug programs to students. In addition, the school provides an annual Parent Academy course instructed by the Hialeah Police Department that identifies and discusses dangers and the prevention of violence and drug use.
Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy
Nutrition education, as per state statute, is taught through physical education
The School Food Service Program, school breakfast, school lunch, and aftercare snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy
Adult Education
High School completion courses are available to all eligible City of Hialeah Educational Academy 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.
Job Training
A partnership with the City of Hialeah will provide students with the job skills necessary to become effective employees in their public service careers. This includes an emphasis upon dedication, service, and character development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013-2014 school year is to increase levels 4-5 student reading proficiency by 2 percentage points from 27% to 29%.

G1.B1 Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

G1.B1.S1 Students will us analytical graphic organizers, critical thinking questioning techniques, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, SIFT, RAFT, Coding/Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, Cornell Note-taking,and summarization to identify theme, point of view, characterization, setting, and plot within and across texts.

PD Opportunity 1

On-going classroom assessments focusing on student's knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across text.

Facilitator

Amy Simpson and Graciela Carbajosa

Participants

Instructional staff

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Mini-assessments, baseline and Interim District Assessments Summative: 2014 FCAT Assessments

G2. Our goal for the 2013-2014 school year is to increase level 3 student reading proficiency by 3 percentage points from 31% to 34%.

G2.B1 Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

G2.B1.S1 During pre-reading activities, students will use previewing techniques, pictorial clues, brainstorming, Anticipation/Reaction Guides, Think-Pair-Share, and Think-Alouds to make predictions and gain an understanding of a variety of text including fiction, non-fiction, and poetry.

PD Opportunity 1

Instructional focus is on students' knowledge of theme, point of view, characterization,setting, plot, and descriptive/figurative language within and across texts using CRISS strategies, visualization techniques, two column note-taking, venn diagrams, and graphic organizers for analysis including SIFT. THIEVE, and RAFT,

Facilitator

Amy Simpson and Graciela Carbajosa

Participants

Instructional staff

Target Dates or Schedule

Ongoing Classroom Assessment

Evidence of Completion

Formative: Mini-Assessments, MDCPS District Baseline and Interim Assessments Summative: 2014 FCAT Assessment

G2.B1.S2 During and following the reading process, students will us analytical graphic organizers, question, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, Coding/ Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, and summarization to identify theme, point of view, characterization, setting, and plot within and across texts.

PD Opportunity 1

Focus encourages students to pose questions about a text at different levels of Bloom's Taxonomy; students then share their questions

Facilitator

Amy Simpson

Participants

Instructional staff

Target Dates or Schedule

On-going classroom assessments

Evidence of Completion

Formative: Mini-Assessments, MDCPS District Baseline and Interim Assessments Summative: 2014 FCAT Assessment

G2.B2 Students had difficulty determining how text features (e.g., graphs, charts, diagrams, subheadings) contributed to a text.

G2.B2.S1 Instruct students to be active readers using titles, headings, boldface terms, key vocabulary, and significant details and examples including those found in charts, graphs, captions, and footnotes as "signposts" during their reading process to remember the topics, significant details/examples, and aid in evaluating the strength and worth of an author's style, message, and analysis of information provided.

PD Opportunity 1

A thinking tree will be used to illustrate each layer of reading and allow for guided practice so all students can develop the necessary skills to becoming active readers and: – One, develop a literal comprehension of the basic elements of a text. – Two, make inferences about the material presented by combining previous knowledge and the knowledge on the page in order to draw "quick conclusions". – Three, draw conclusions about the information presented in the text and then test that conclusion by constantly monitoring, revising, confirming, and affirming the knowledge gained. – Four, compare and contrast elements of text in order to understand the relationship of the parts to the whole. – Five, evaluate the information presented and measuring it against other sources of knowledge, logic, or values.

Facilitator

Amy Simpson

Participants

Instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student classwork, student portfolio, assessments (formative and summative)

G3. Our goal for the 2013-2014 school year is to increase students achieving learning grains by 4 percentage to 84%.

G3.B1 Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

G3.B1.S1 Students will analyze their 2013 FCAT Reading Test and Baseline Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction, using differentiated instructional strategies. Throughout the year students will analyze their academic improvement using data chats, based on their Interim Assessment results. Target tutoring assistance will be provided before, during, after-school, and on Saturdays.

PD Opportunity 1

Implementation of the following programs: Reading Plus 4.0, Achieve 3000 - and data from reading assessments and data reports of reading software will be used to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Facilitator

Carlos Alverez, Amy Simpson, and Graciela Carbajosa

Participants

Instructional staff and Literacy Leadership Team {LLT)

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G5. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 6 percentage points from 57 percent to 63%.

G5.B1 Limited exposure to high level vocabulary and vocabulary strategies hindered read comprehension skills and vocabulary development.

G5.B1.S1 Provide instruction in vocabulary development including prefix, suffix, and root words. Include instruction in context clues and multiple meaning of words. Students will be exposed to high level vocabulary through context and content. Use of vocabulary maps, visualization techniques, vocabulary in context, integrating vocabulary into prior knowledge, and common core literature will provide opportunities for vocabulary development.

PD Opportunity 1

Analysis of placement reports from Reading Plus 4.0, Achieve 3000,and FAIR will be used to determine areas of need. Data from reading assessments and on-going performance reports of reading software will be used to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Facilitator

Carlos Alvarez, Amy Simpson, and Graciela Carbajosa

Participants

Instructional staff and Literacy Leadership Team

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G6. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 5 percentage points from 55% to 60%.

G6.B1 Lack of target tutoring and insufficient time to utilize the reading technology component hindered progress.

G6.B1.S1 Utilize FCAT 2012-2013 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the stationary and mobile computer labs to access Reading Plus and Achieve 3000 to increase fluency, vocabulary, and reading comprehension.

PD Opportunity 1

Use of Reading Plus 4.0 and Achieve 3000 will determine placement in the programs and identify areas of need in reading. Progress reports of these programs will be used to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Facilitator

Carlos Alvarez, Ivelisse Puentes, Amy Simpson

Participants

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G7. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for English as a Second Language (ELL) students subgroup by 10 percentage points from 29% to 39%.

G7.B1 Limited vocabulary hindered student performance in reading.

G7.B1.S1 Utilize FCAT 2012-2013 data to identify students and use CELLA scores to place in appropriate interventions and monitor student progress on a monthly basis. Students will benefit from a variety of activities working with sets of words that are semantically related. Students will work with prefixes, suffixes, and root words. Target ELL tutoring assistance will be provided during school and on Saturdays. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings and multiple meanings based on context.

PD Opportunity 1

Use FAIR, Reading Plus 4.0, and Achieve 3000 placement tests to determine areas of reading need and determine required interventions and strategies. Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Facilitator

Carlos Alvarez, Amy Simpson, and Garciela Carbojosa

Participants

Instructional Staff and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G8. Cella Goal 3: ELL students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

G8.B1 Due to limited English language skills, students lack the ability to write informative and persuasive text with a clear focus, complex ideas, arguments, counter claims, mature vocabulary, sentence variation, proper grammar, voice, and a variaty of styles and tones.

G8.B1.S1 ELL students will used visualization techniques, sentence expansion, graphic organizers, modeling, conferencing, peer support, and anchor paper analysis to develop clear writing with effective technique, wel-chosen details, and sell-organized formats directed toward a specific purpose and audience guides by the use of rubrics. Students will analyze language techniques for professional authors to view usage of voice, style, figurative language, tone, mood, connotation, and denotation in order to establish their own style in writing. Student's writing will be maintained in writing portfolios.

PD Opportunity 1

Identify students' areas of need and determine a plan to implement the needed writing program.

Facilitator

Amy Simpson

Participants

ESOL Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Performance-based Mini-assessments and prompt writing with the use of rubrics
Summative: 2014 CELLA

G9. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for Students with Disabilities (SWD) subgroup by 43 percentage points from 29% to 73%.

G9.B1 Lack of targeted tutoring and insufficient time to utilize the reading technology component hindered progress. 2

G9.B1.S1 Utilize FCAT 2012-2013 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the stationary and mobile computer labs to access Reading Plus and Achieve 3000 to increase fluency, vocabulary, and reading comprehension.

PD Opportunity 1

Identify areas of need based on assessment results from FAIR, Reading Plus 4.0, and Achieve 3000. Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Facilitator

Carlos Alvarez, AMy Simpson, and Graciela Carbajosa

Participants

Instructional staff and Literacy Leadership TEam

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G10. Cella Goal 2: ELL students will read the text closely to determine meaning in order to establish the central themes and logical inferences.

G10.B1 Due to limited English language skills, students lack the ability to read and orally respond to written text.

G10.B1.S1 Students will use graphic organizers, visual clues, annotation, underlining, and summarization techniques to cite specific textual evidence when writing or speaking to answer comprehension and support conclusions form the text. Students will listen to, read, and discuss familiar and conceptually challenging text using visualization strategies, graphic organizers, context clues, and the software Achieve 3000.

PD Opportunity 1

Review classroom assessments focusing on student's reading (decoding and comprehension) ability and response.

Facilitator

Amy Simpson and Graciela Carbajosa

Participants

Principal; Assistant Principal

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments; Mini-assessments based on rubric Summative: 2013 CELLA Assessment

G11. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 3 percentage points from 74% to 77 %.

G11.B1 Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

G11.B1.S1 Students will use the Reading Plus 4.0 intervention and Achieve 3000. Students will analyze their 2013 FCAT Reading Test and Baseline and Interim Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction using differentiated instructional strategies on an on-going basis. Target tutoring assistance will be provided during school and on Saturdays.

PD Opportunity 1

Analyze placement and on-going reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Facilitator

Carlos Alvarez, Amy Simpson, and Garciela Carbajosa

Participants

Instructional staff and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Reading Plus 4.0, Achieve 3000 assessment, FAIR Assessment, and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment

G12. Our goal for the 2013-2014 school year is to increase the percentage of students in grades 8 and 10 achieving levels 3.5 or higher on FCAT Writing from 81% to 83%.

G12.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing in a descriptive manner and to support their writing with valid evidence.

G12.B1.S1 During writing instruction, students will use a graphic organizer to construct a logical sequence of beginning, middle, and end, using supporting details, examples, statistics, and real-life examples to develop focus and elaboration. Instruction will also focus on descriptive details and vivid vocabulary using imagery writing techniques. Students will develop writing techniques for a variety of audiences and purposes, while incorporating voice with in their writing. Using modeling, graphic organizers, webbing, two column notes, and lists, students will produce organized, clean ,and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Students will analyze anchor papers to gain an understanding of writing techniques. Students will write arguments to support claims on an analysis of substantive topics or text, using valid reasoning and relevant sufficient evidence. Students will create a writing portfolio that will show progress in specific areas of writing that will include timed and untimed writing. Students will review writing samples to identify sentence structures, punctuation, subject/verb agreement, and pronoun referent error. Conferencing and peer editing will assist with the continual improvement of grammar and writing.

PD Opportunity 1

Identify the areas of students' needs in expository and persuasive writing based on the Pre-Writing Test. Target areas of need for instruction. Monitor student progress through daily writing of timed and untimed prompts.

Facilitator

Amy Simpson

Participants

Language Arts and Speech Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Students scores on bi-weekly writing assessments through use of state rubric. District Pre and Mid-Year Writing Test Summative: 2013 FCAT Writing Assessment

G20. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

G20.B1 Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force.

G20.B1.S1 Students will participate in project-based instruction and an active hands-on learning environment the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in a collaborative formats.

PD Opportunity 1

Monitor student learning through STEM formative assessment such as 3-2-1 reflections, "As I See It" sentence stems, prompts, questioning techniques, reflections, thinking diagrams, ranking alternative strategies, exit tickets, Venn diagrams, individual projects, Facts/Questions/Response strategy and group projects.

Facilitator

Leadership Team

Participants

Administration

Target Dates or Schedule

Quarterly monitoring

Evidence of Completion

Formative Assessments and Projects

G22. Our goal for 2013-2014 school year is to decrease the total number of suspensions by 6.

G22.B1 After a careful analysis of the suspensions during the 2013-2014 school year, it was determined that a common cause for suspension was that students lack conflict-resolution strategies.

G22.B1.S1 Peer mediation to address Conflict-Resolution Strategies with students in order to acquire attitude, knowledge, and interpersonal skills to help them understand and respect self and others. Character development and team building activities conducted weekly by a Criminal Justice Academy Instructor.

PD Opportunity 1

Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension.

Facilitator

Guidance Counselor

Participants

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in Log/Parental Involvement Monthly School Report

G23. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 (upper tier) by 5 percentage points to 5% in the United States History End-of-Course Examination 2014 administration.

G23.B1 Students have limited understanding and knowledge of the importance of historiography, which includes how historical knowledge is obtained and transmitted when interpreting and analyzing events throughout United States history.

G23.B1.S1 Students will be taught the skills necessary to guide them through the process of analyzing primary and secondary sources including those found in the Discovery Learning Database and New York Times Upfront curriculum in all lessons.

PD Opportunity 1

The title of the professional development is the AP Summer Institute for United States History.

Facilitator

College Board

Participants

The United States History Teacher attended professional development.

Target Dates or Schedule

This professional development took place during the Summer of 2013.

Evidence of Completion

A certificate is awarded at the completion of this professional development activity.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase levels 4-5 student reading proficiency by 2 percentage points from 27% to 29%.	$3,105
G2.	Our goal for the 2013-2014 school year is to increase level 3 student reading proficiency by 3 percentage points from 31% to 34%.	$3,105
G3.	Our goal for the 2013-2014 school year is to increase students achieving learning grains by 4 percentage to 84%.	$16,408
G4.	Cella Goal 1: ELL students will respond appropriately in demonstrating an understanding of the main idea and essential details of conversations, topics expressed through a variety of media, and oral presentations.	$16,408
G6.	Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 5 percentage points from 55% to 60%.	$1,000
G7.	Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for English as a Second Language (ELL) students subgroup by 10 percentage points from 29% to 39%.	$4,750
G22.	Our goal for 2013-2014 school year is to decrease the total number of suspensions by 6.	$500
G23.	Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 (upper tier) by 5 percentage points to 5% in the United States History End-of-Course Examination 2014 administration.	$2,468
	Total	$47,744

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Professional Development	Evidence-Based Materials	Total
Operating Account	$6,210	$37,566	$1,000	$1,268	$46,044
	$0	$0	$0	$0	$0
Title 1	$500	$0	$0	$0	$500
Operation Account	$0	$0	$1,200	$0	$1,200
Total	$6,710	$37,566	$2,200	$1,268	$47,744

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase levels 4-5 student reading proficiency by 2 percentage points from 27% to 29%.

G1.B1 Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

G1.B1.S1 Students will us analytical graphic organizers, critical thinking questioning techniques, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, SIFT, RAFT, Coding/ Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, Cornell Note-taking,and summarization to identify theme, point of view, characterization, setting, and plot within and across texts.

Action Step 1

On-going classroom assessments focusing on student's knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across text.

Resource Type

Evidence-Based Program

Resource

Supplemental FCAT Reading Book

Funding Source

Operating Account

Amount Needed

$3,105

G2. Our goal for the 2013-2014 school year is to increase level 3 student reading proficiency by 3 percentage points from 31% to 34%.

G2.B1 Students had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.

G2.B1.S1 During pre-reading activities, students will use previewing techniques, pictorial clues, brainstorming, Anticipation/Reaction Guides, Think-Pair-Share, and Think-Alouds to make predictions and gain an understanding of a variety of text including fiction, non-fiction, and poetry.

Action Step 1

Instructional focus is on students' knowledge of theme, point of view, characterization,setting, plot, and descriptive/figurative language within and across texts using CRISS strategies, visualization techniques, two column note-taking, venn diagrams, and graphic organizers for analysis including SIFT. THIEVE, and RAFT,

Resource Type

Evidence-Based Program

Resource

FCAT Reading Books

Funding Source

Operating Account

Amount Needed

$3,105

G3. Our goal for the 2013-2014 school year is to increase students achieving learning grains by 4 percentage to 84%.

G3.B1 Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

G3.B1.S1 Students will analyze their 2013 FCAT Reading Test and Baseline Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction, using differentiated instructional strategies. Throughout the year students will analyze their academic improvement using data chats, based on their Interim Assessment results. Target tutoring assistance will be provided before, during, after-school, and on Saturdays.

Action Step 1

Implementation of the following programs: Reading Plus 4.0, Achieve 3000 - and data from reading assessments and data reports of reading software will be used to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Resource Type

Technology

Resource

Comprehensive reading, writing and language arts program for ELL students

Funding Source

Operating Account

Amount Needed

$16,408

G4. Cella Goal 1: ELL students will respond appropriately in demonstrating an understanding of the main idea and essential details of conversations, topics expressed through a variety of media, and oral presentations.

G4.B1 Due to limited English language skills, students lack the ability to interpret questions and respond appropriately in an academic setting. Because of their limited English proficiency, ELL students also lack the ability to interpret multimedia presentation to under its content and respond to questions.

G4.B1.S1 Students will participate in a variety of activities including discussions, jigsaw, games, interviews, think-pair-share, debates, group projects, role playing, reciprocal teaching, cooperative grouping, creative dramatics, and reader's theatre in order to engage effectively in diverse collaborative discussions, building on others; ideas and expressing their own clearly and persuasively. ELL students will view and listen to an array of digital media (audio/visual and interactive elements) for main idea, theme an d essential details in order to enhance understanding and respond to questions in an oral format.

Action Step 1

Review student performance and determine instruction appropriate for each student.

Resource Type

Technology

Resource

Comprehensive reading, writing and language arts program for ELL

Funding Source

Operating Account

Amount Needed

$16,408

G6. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 5 percentage points from 55% to 60%.

G6.B1 Lack of target tutoring and insufficient time to utilize the reading technology component hindered progress.

G6.B1.S1 Utilize FCAT 2012-2013 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the stationary and mobile computer labs to access Reading Plus and Achieve 3000 to increase fluency, vocabulary, and reading comprehension.

Action Step 1

Use of Reading Plus 4.0 and Achieve 3000 will determine placement in the programs and identify areas of need in reading. Progress reports of these programs will be used to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Resource Type

Professional Development

Resource

Achieve 3000

Funding Source

Operating Account

Amount Needed

$1,000

G7. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for English as a Second Language (ELL) students subgroup by 10 percentage points from 29% to 39%.

G7.B1 Limited vocabulary hindered student performance in reading.

G7.B1.S1 Utilize FCAT 2012-2013 data to identify students and use CELLA scores to place in appropriate interventions and monitor student progress on a monthly basis. Students will benefit from a variety of activities working with sets of words that are semantically related. Students will work with prefixes, suffixes, and root words. Target ELL tutoring assistance will be provided during school and on Saturdays. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings and multiple meanings based on context.

Action Step 1

Use FAIR, Reading Plus 4.0, and Achieve 3000 placement tests to determine areas of reading need and determine required interventions and strategies. Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Resource Type

Technology

Resource

Language Arts and Reading. Reading Plus

Funding Source

Operating Account

Amount Needed

$4,750

G9. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for Students with Disabilities (SWD) subgroup by 43 percentage points from 29% to 73%.

G9.B1 Lack of targeted tutoring and insufficient time to utilize the reading technology component hindered progress. 2

G9.B1.S1 Utilize FCAT 2012-2013 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the stationary and mobile computer labs to access Reading Plus and Achieve 3000 to increase fluency, vocabulary, and reading comprehension.

Action Step 1

Identify areas of need based on assessment results from FAIR, Reading Plus 4.0, and Achieve 3000. Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10. Cella Goal 2: ELL students will read the text closely to determine meaning in order to establish the central themes and logical inferences.

G10.B1 Due to limited English language skills, students lack the ability to read and orally respond to written text.

G10.B1.S1 Students will use graphic organizers, visual clues, annotation, underlining, and summarization techniques to cite specific textual evidence when writing or speaking to answer comprehension and support conclusions form the text. Students will listen to, read, and discuss familiar and conceptually challenging text using visualization strategies, graphic organizers, context clues, and the software Achieve 3000.

Action Step 1

Review classroom assessments focusing on student's reading (decoding and comprehension) ability and response.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 3 percentage points from 74% to 77 %.

G11.B1 Students lack the ability to read with fluency during the reading process which inhibits reading comprehension.

G11.B1.S1 Students will use the Reading Plus 4.0 intervention and Achieve 3000. Students will analyze their 2013 FCAT Reading Test and Baseline and Interim Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction using differentiated instructional strategies on an on-going basis. Target tutoring assistance will be provided during school and on Saturdays.

Action Step 1

Analyze placement and on-going reports from Reading Plus 4.0, Achieve 3000, and data from reading assessments to ensure that students are making adequate progress. Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G22. Our goal for 2013-2014 school year is to decrease the total number of suspensions by 6.

G22.B1 After a careful analysis of the suspensions during the 2013-2014 school year, it was determined that a common cause for suspension was that students lack conflict-resolution strategies.

G22.B1.S1 Peer mediation to address Conflict-Resolution Strategies with students in order to acquire attitude, knowledge, and interpersonal skills to help them understand and respect self and others. Character development and team building activities conducted weekly by a Criminal Justice Academy Instructor.

Action Step 1

Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension.

Resource Type

Evidence-Based Program

Resource

Provide parents with information

Funding Source

Title 1

Amount Needed

$500

G23. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 (upper tier) by 5 percentage points to 5% in the United States History End-of-Course Examination 2014 administration.

G23.B1 Students have limited understanding and knowledge of the importance of historiography, which includes how historical knowledge is obtained and transmitted when interpreting and analyzing events throughout United States history.

G23.B1.S1 Students will be taught the skills necessary to guide them through the process of analyzing primary and secondary sources including those found in the Discovery Learning Database and New York Times Upfront curriculum in all lessons.

Action Step 1

The title of the professional development is the AP Summer Institute for United States History.

Resource Type

Professional Development

Resource

Seminar for educators with tools necessary to teach US History

Funding Source

Operation Account

Amount Needed

$1,200

Action Step 2

The New York Times Upfront Magazine Curriculum will be utilized in United States History Classes as supplemental material.

Resource Type

Evidence-Based Materials

Resource

Enhance student achievement through the exposure to published articles dealing with current events.

Funding Source

Operating Account

Amount Needed

$1,268