2013-2014 SCHOOL IMPROVEMENT PLAN

Barbara Goleman Senior High

14100 NW 89TH AVE

Miami Lakes, FL 33018

305-362-0676

http://bghs.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	C	B

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
Barbara Goleman Senior High

Principal
Joaquin Hernandez P

School Advisory Council chair
Robert Inza

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

Name	Title
Joaquin P. Hernandez	Principal
Lizette Hevia	Assistant Principal
Gisela Rodriguez	Assistant Principal
Leonard Torres	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The SAC membership is comprised of the following members:
Principal – 1, UTD Steward – 1, Teachers – 5, Parents – 5, Educational Support Employee – 1, Student – 1, Business/Community Representative – 3, Alternate Principal – 1, Alternate Teacher/Paraprofessional – 1, Alternate Parent – 1, Alternate Educational Support – 1, and Alternate Student – 1

Involvement of the SAC in the development of the SIP

The SAC is the sole body responsible for the final decision-making at the school relating to the implementation of the State system of school improvement and accountability. The SAC will meet monthly to monitor progress related to the implementation of School Improvement Plan (SIP) strategies, to allocate resources, and conduct an on-going needs assessment based on SIP goals and school objectives.

Activities of the SAC for the upcoming school year

The SAC will work to ensure improved student achievement. The Council will do this is by preparing, evaluating, and monitoring the School Improvement Plan's goals and objectives.

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

Tutoring $5,000.00, Student Incentives $2,999.00, Professional Development $1,000.00, Educational Programs $500.00.

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

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

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

Administrators

# of administrators
4

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

Administrator Information:

Joaquin Hernandez P		
Principal	Years as Administrator: 18	Years at Current School: 2

Credentials	Psychology Bachelor of Arts Educational Leadership Masters of Science Middle Grades Math, Certificate School Principal, Certificate
Performance Record	2013 – School Grade Rdg. Proficiency, 49 % Math Proficiency, 67% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25%, 74 points Math Imp. of Lowest 25%, 73 points Rdg. AMO – No Math AMO – Yes 2012 – School Grade C Rdg. Proficiency, 43% Math Proficiency, 47% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 48 points Rdg. Imp. of Lowest 25%, 70 points Math Imp. of Lowest 25%, 38 points Rdg. AMO – No Math AMO – No 2011 – School Grade A Rdg. Proficiency, 67% Math Proficiency, 67% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25%, 66 points Math Imp. of Lowest 25%, 66 points 2010 – School Grade A Rdg. Proficiency, 62% Math Proficiency, 64% Rdg. Lrg. Gains, 40 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25%, 72 points Math Imp. of Lowest 25%, 63 points 2009 – School Grade A Rdg. Proficiency, 60% Math Proficiency, 63% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25%, 72 points Math Imp. of Lowest 25%, 79 points

Gisela Rodriguez		
Asst Principal	Years as Administrator: 8	Years at Current School: 7

Credentials

Performance Record

2013 – School Grade
Rdg. Proficiency, 49 %
Math Proficiency, 67%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 82 points
Rdg. Imp. of Lowest 25%, 74 points
Math Imp. of Lowest 25%, 73 points
Rdg. AMO -- No
Math AMO -- Yes
2012 – School Grade C
Rdg. Proficiency, 43%
Math Proficiency, 47%
Rdg. Lrg. Gains, 60 points
Math Lrg. Gains, 48 points
Rdg. Imp. of Lowest 25%, 67 points
Math Imp. of Lowest 25%, 38 points
Rdg. AMO – No
Math AMO – No
2011 – School Grade C
Rdg. Proficiency, 47%
Math Proficiency, 78%
Rdg. Lrg. Gains, 52 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25%, 58 points
Math Imp. of Lowest 25%, 58 points
2010 – School Grade C
Rdg. Proficiency, 45%
Math Proficiency, 75%
Rdg. Lrg. Gains, 29 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25%, 56 points
Math Imp. of Lowest 25%, 65 points
2009 – School Grade C
Rdg. Proficiency, 37%
Math Proficiency, 67%
Rdg. Lrg. Gains, 53 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25%, 54 points
Math Imp. of Lowest 25%, 70 points

Lizette Hevia		
Asst Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	Elementary Education Bachelor of Arts Educational Leadership Masters of Arts Middle Grades English, Certificate Guidance and Counseling, Certificate
Performance Record	2013 – School Grade Rdg. Proficiency, 49 % Math Proficiency, 67% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 73 points Rdg. AMO – No Math AMO– Yes 2012 – School Grade A Rdg. Proficiency, 42% Math Proficiency, 65% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade C Rdg. Proficiency, 36% Math Proficiency, 67% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25%, 44 points Math Imp. of Lowest 25%, 62 points 2010 – School Grade C Rdg. Proficiency, 32% Math Proficiency, 69% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25%, 44 points Math Imp. of Lowest 25%, 67 points 2009 – School Grade C Rdg. Proficiency, 32% Math Proficiency, 68% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25%, 48 points Math Imp. of Lowest 25%, 62 points

Leonard Torres		
Asst Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	History, Bachelor of Arts Educational Leadership, Master of Science Certification in History, Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 49 % Math Proficiency, 67% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 73 points Rdg. AMO – No Math AMO– Yes 2012 – School Grade C Rdg. Proficiency, 43% Math Proficiency, 47% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 48 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 38 points Rdg. AMO – No Math AMO– No 2011 – School Grade D Rdg. Proficiency, 36% Math Proficiency, 32% Rdg. Lrg. Gains, 56 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25%, 76 points Math Imp. of Lowest 25%, 64 points 2010 – School Grade D Rdg. Proficiency, 35% Math Proficiency, 41% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25%, 58 points Math Imp. of Lowest 25%, 60 points 2009 – School Grade A Rdg. Proficiency, 55% Math Proficiency, 85% Rdg. Lrg. Gains, 659 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25%, 50 points Math Imp. of Lowest 25%, 72 points

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Edward Chaves		
Full-time / School-based	Years as Coach: 6	Years at Current School: 2

Areas	Mathematics
Credentials	Mathematics, B.A Educational Leadership, M.A. Mathematics 6-12, Certificate
Performance Record	2013 – School Grade Rdg. Proficiency, 49 % Math Proficiency, 67% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82points Rdg. Imp. of Lowest 25%, 74 points Math Imp. of Lowest 25%, 73 points Rdg. AMO – No Math AMO– Yes 2012 – School Grade B Rdg. Proficiency, 55% Math Proficiency, 57% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25%, 70 points Math Imp. of Lowest 25%, 66 points Rdg. AMO – No Math AMO– No 2011 – School Grade B Rdg. Proficiency, 48% Math Proficiency, 61% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25%, 71 points Math Imp. of Lowest 25%, 73 points 2010 – School Grade B Rdg. Proficiency, 64% Math Proficiency, 71% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25%, 58 points Math Imp. of Lowest 25%, 67 points 2009 – School Grade B Rdg. Proficiency, 62% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25%, 63 points Math Imp. of Lowest 25%, 78 points

Matthew Knight		
Full-time / School-based	Years as Coach: 5	Years at Current School: 2

Areas	Science
Credentials	Middle Grades Science 5-9, Certificate
Performance Record	2013 – School Grade Rdg. Proficiency, 49 % Math Proficiency, 67% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82points Rdg. Imp. of Lowest 25%, 74 points Math Imp. of Lowest 25%, 73 points Rdg. AMO - No Math AMO - Yes 2012 – School Grade C Rdg. Proficiency, 38% Math Proficiency, 38% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – No Math AMO– No 2009 – School Grade B Rdg. Proficiency, 33 % Math Proficiency, 35% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25%, 75 points Math Imp. of Lowest 25%, 64 points Note: Lead Teacher at Coorporate Academy North in '11 & '10 - No School Grade assigned and has since closed.

Classroom Teachers

# of classroom teachers
92

 # receiving effective rating or higher
92, 100%

 # Highly Qualified Teachers
67%

 # certified in-field
92, 100%

 # ESOL endorsed
15, 16%

 # reading endorsed
14, 15%

 # with advanced degrees
41, 45%

 # National Board Certified
2, 2%

 # first-year teachers
1, 1%

 # with 1-5 years of experience
6, 7%

 # with 6-14 years of experience
21, 23%

 # with 15 or more years of experience
64, 70%

Education Paraprofessionals

# of paraprofessionals
14

 # Highly Qualified
14, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

The Leadership Team is responsible for recruiting and retaining highly qualified teachers.
The school's strategies to recruit and retain highly qualified teachers include:
1. Conduct regular meetings with new teachers (Principal/AP)
2. Partnering new teachers with veteran staff for mentoring opportunities (Assistant Principal)
3. Soliciting referrals from current employees (Principal/AP)
4. Review applicant resumes for appropriate certifications for open positions (Principal/AP)
5. Offer teachers leadership opportunities (Principal)

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school's teacher mentoring program includes pairing a mentor who is highly qualified with successful teaching experience and certified in the mentee's subject area to ensure the success of the mentee. Activities between mentor and mentee include Bi-Weekly meetings, Informal observation with feedback, classroom modeling, and participation in the District's MINT program.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP.
Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
Joaquin P. Hernandez, Principal, and Leonard Torres. Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Principal: Joaquin P. Hernandez
Assistant Principal: Leonard Torres
Language Arts: Isabel Ojeda
Mathematics: Berta Guillen
Reading: Yvette Calleiro
Science: Fredrick C. Matter
Social Studies: Maria Albano
Fine Arts: Charles Humes
Activities: Robert L. Inza
SPED: Zenaida Lemus
Guidance Counselor: Elizabeth Pina, Raquel Blanco
TRUST Counselor: Darlene Williams
Social Worker: Hector Abad
Reading Coach: TBA
Mathematics Coach: Edward Chaves
Science Coach: Matthew Knight
Core Subject Area Teachers: Jessica Romero, Steve Moscovic, Linda C. Ogorek-Cushman, David Labi, and Alberto Tio
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (quarterly) to review consensus, infrastructure, and implementation of building level MTSS. All members of the MTSS Leadership Team will be active participants in the Tier 1Problem Solving process.
Tier 2
Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
• EOC's
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 6,000

Students will have the opportunity to participate in the following:
After/Before School – Tutoring Academy - Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, U.S. History, and SAT/ACT practice to assist them in passing state required assessments

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Data is collected through bi-weekly mini-assessments, Interim assessments and curriculum generated materials to monitor that students are making progress on targeted and tested item specifications on each assessment.

Who is responsible for monitoring implementation of this strategy?

The Leadership team, department chairpersons instructional coaches and teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Joaquin P. Hernandez	Principal
Leonard Torres	Assistant Principal
Lizette Hevia	Assistant Principal
Gisela Rodriguez	Assistant Principal
Isabel Ojeda	Language Arts Teachers
Yvette Calleiro	Reading Teacher
Berta Guillen	Math Teacher
Fedrick Matter	Science Teacher
maria Albano	Social Studies Teacher
Charles Humes	Fine Arts Teacher
Robert Inza	Activities Director
Zeniada Lemus	SPED Teacher
Elizabeth Pina	Counselor
Edward Chaves	Math Coach
Matthew Knight	Science Coach

How the school-based LLT functions

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The LLT also analyzes the effectiveness of the Reading FCIM calendars; collect and analyze the effectiveness of FAIR and Interim Assessments; develops workshops for instructional staff; enriches classrooms with reading literacy tools as a lifelong goal for student success, organizes literacy activities for students and parents; makes necessary revisions and improvements to focus lessons; share best practices and student work. The administrators will ensure commitment and allocate resources.

Major initiatives of the LLT

The Literacy Leadership Team will create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. Utilizing Instructional Focus Calendars The LLT will encourage and support interdisciplinary planning with developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

Every teacher in the school must contribute to the reading improvement of every student. All teachers will attend professional development concentrating on the new standards of the Common Core, with a focus on the reading standards. All teachers will use informational text within their content area to support grade level and rigorous instruction in the area of reading across the curriculum.

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

Barbara Goleman Senior High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer student internships. Instructional or programmatic initiatives focus on ensuring that the content relates to students' everyday experiences. Every year, after FCAT and during the articulation process, the feeder pattern schools afford students through a cooperative Curriculum Fair an opportunity to see the curricular course offerings across grade levels.

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

Counselors meet with students in whole group and one-to-one settings to discuss subject selection and career choices throughout the school year. Students are monitored from the point they enter our school until they graduate to ensure that they are meeting graduation requirements and are taking courses relevant to the education/career field they are pursuing. Through the magnet academies, students are tracked through their interests and placed in cohorts so that a relationship is formed between their academic courses and their applied courses. Our College Assistance Program (CAP) advisor is also

involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirements of colleges/universities.

Academic, elective courses and requirements are reviewed with students along with the Student Progression Plan so that the students are aware of the four-year requirements for graduation.

The CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of colleges/universities.

Strategies for improving student readiness for the public postsecondary level

The ACT Online Prep Program will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

Barbara Goleman has a partnership with Miami-Dade College and Florida International University. Students are transported to the college and take dual enrollment courses during the school day. Students earn college credit upon successful completion of courses. FIU courses are offered on campus and instructed by credentialed faculty members. Students who participate in the Dual Enrollment program may earn college/university credit.

Students who demonstrate the ability to progress to advanced academics are recommended and encouraged to enroll in honors and advanced placement courses. Students who desire to enroll in courses that are not currently available at Barbara Goleman Senior High School are recommended to sign up for classes via dual enrollment or virtual school. Barbara Goleman provides avenues for students to participate in Executive Internships in order to gain real world experiences.

The Student Services staff meets regularly with students and parents to monitor student academic success and areas in need of academic assistance. The academy model at Barbara Goleman lends itself as a directing tool for students to remain on course.

The students are familiar with various computer based assistance through teacher blogs, Barbara Goleman's school website, facts.org, and Miami - Dade County's district student portal.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	49%	No	63%
American Indian		0%		
Asian	50%	0%	No	55%
Black/African American	41%	32%	No	47%
Hispanic	60%	50%	No	64%
White	63%	24%	No	67%
English language learners	37%	22%	No	43%
Students with disabilities	41%	24%	No	47%
Economically disadvantaged	56%	45%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	214	24%	28%
Students scoring at or above Achievement Level 4	213	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		13%
Students scoring at or above Level 7	10	56%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
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)	34	32%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	20%	28%

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.		63%	67%

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	267	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		78%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	67%	Yes	47%
American Indian		0%		
Asian		0%		
Black/African American	34%	50%	Yes	41%
Hispanic	42%	68%	Yes	48%
White	35%	38%	Yes	42%
English language learners	26%	46%	Yes	33%
Students with disabilities	40%	38%	No	46%
Economically disadvantaged	37%	64%	Yes	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		82%	84%
Students in lowest 25% making learning gains (EOC)		73%	76%

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.		52%	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	30%	33%
Students scoring at or above Achievement Level 4	74	25%	27%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	29%	32%
Students scoring at or above Achievement Level 4	147	34%	35%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		26%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		59%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	39%	43%
Students scoring at or above Achievement Level 4	70	15%	16%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	10	100%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	473	26%	27%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		93%	94%
Students taking one or more advanced placement exams for STEM-related courses	73	15%	16%
CTE-STEM program concentrators	750		775
Students taking CTE-STEM industry certification exams	385	51%	52%
Passing rate (%) for students who take CTE-STEM industry certification exams		97%	98%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	750	42%	43%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	363	48%	53%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	385	100%	100%
Passing rate (%) for students who take CTE industry certification exams		95%	96%
CTE program concentrators	194	26%	27%
CTE teachers holding appropriate industry certifications	5	83%	100%

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	216	11%	10%
Students in ninth grade with one or more absences within the first 20 days	138	33%	32%
Students in ninth grade who fail two or more courses in any subject	97	24%	23%
Students with grade point average less than 2.0	330	19%	18%
Students who fail to progress on-time to tenth grade	33	8%	7%
Students who receive two or more behavior referrals	317	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	389	21%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	35	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	344	74%	76%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	46	46%	48%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	420	71%	73%

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

Barbara Goleman Senior High School provides parents the opportunity to visit our campus monthly to discuss various topics that are pertinent to the success of their child. Topics include: Graduation requirements, Standardized testing, Articulation process, Magnet opportunities, School safety, etc. We will continue to target parental involvement to increase student success.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Percent of parents who participate in parental engagement opportunities	483	27%	32%

Goals Summary

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 14 Percentage Points from 49% to 63%.

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 63% to 67%.

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing increase by 5 Percentage Points from 54% to 59%.

G4. Students enrolled in target courses at or above Achievement Level 3 on the 2014 Mathematics End-Of-Course (EOC) examinations or at 4 or above on the 2014 FAA in Math will increase by 4 Percentage Points from 67% to 71%.

G5. Postsecondary mathematics readiness for on-time graduates will increase by 5 Percentage Points from 52% to 57%.

G6. Students in Algebra scoring at Achievement Level 3 on the EOC will increase by 3 Percentage Points from 30% to 33%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Points from 25% to 27%.

G7. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 29% to 32%, and students scoring at or above Achievement Level 4 on the EOC will increase by 1 Percentage Point from 34% to 35%.

G8. Students in grade 11 taking the 2014 Science FAA scoring Levels 4-6 will increase by 1 Percentage Point from 25% to 26%, and students scoring Levels 7 and above will increase 1 Percentage Point from 58% to 59%.

G9. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 39% to 43%, and students scoring at Achievement Level 4 and above on EOC will increase by 1 Percentage Point from 15% to 16%.

G10. Students participating in STEM courses and passing CTE/STEM industry exams will increase by 1 Percentage Point from 78% to 79%.

G11. Students enrolling in CTE courses, with certified teachers, and taking CTE industry certification examinations will increase by 1 Percentage Point from 36% to 37%.

G12. Students in U.S. History scoring in the middle third and upper third on the U.S. History EOC will increase by 5 Percentage Points from 47% to 52%.

G13. Student academic development is correlated to student attendance, academic progress and discipline. Our goals for the 2013-2014 school year is to increase student attendance by 1%, graduation rate by 1% and decrease the number of suspensions by 1%.

G14. Our school's goal is to increase the graduation rate of all students within each cohort by 2 Percentage Points from 74% to 76% and to decrease the drop out rate 1% point from 2% to 1%.

G15. Parents who participate in parental engagement opportunities will increase by 5 Percentage Points from 27% to 32%.

Goals Detail

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 14 Percentage Points from 49% to 63%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach, Curriculum Pacing Guides, FCAT Explorer, Reading Plus, Jamestown Reading Navigator, Pull-out Tutoring, Achieve 3000, Access Points.

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 FCAT 2.0 Reading Test, the area of deficiency for the subgroups White, Black, Hispanic, ELL, SWD, and Economically Disadvantaged was Reporting Category 1 (Vocabulary) due to the lack of vocabulary skills necessary to identify affixes, word relationships, context clues, signal words and the correct meaning of words with multiple meanings in context.

- The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 1 (Vocabulary). Students have difficulty determining the correct meaning of words with multiple meanings in context.

- The barrier for students scoring at or above Achievement Level 4 on the administration of the 2013 FCAT 2.0 Reading Test indicates Reporting Category 3 (Literary Analysis – Fiction/Non-Fiction). Students lack the ability to analyze and develop interpretations of literary works by describing an author's use of literary elements. They have difficulty explaining and analyzing different elements of figurative language. They also have difficulty analyzing and evaluating an author's use of descriptive language, common idioms, and literary allusions. Students also struggled with analyzing and evaluating information from text features.

- The barrier for students scoring at Levels 4, 5, and 6 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development.

- The barrier for students scoring at or above Level 7 on the 2013 Florida Alternate Assessment (FAA) Reading Test was reading comprehension and identifying the main idea and supporting details, text structures, and elements of character development.

- The barrier for all students making learning gains on the 2013 FCAT 2.0 and FAA was Reporting Category 4 (Informational Text/Research Process). Students lack the ability to analyze information from text features. They have difficulty organizing, synthesizing, analyzing, and evaluating the validity and reliability of information from multiple sources to draw conclusions.

- The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application). Students lack the ability to determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. They also struggle with analyzing the author's purpose and perspective in a variety of texts. They have difficulty with comparing and contrasting elements in multiple texts as well as identifying cause-and-effect relationships. Students struggle with analyzing a variety of text structures and text features as well.

- The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside of the classroom.

- The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

- The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment: District Interim Assessments Summative Assessment: Results of the 2014 FCAT 2.0

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 63% to 67%.

Targets Supported

Resources Available to Support the Goal
- P.E.R.T. practice exams, SAT/ACT study guides & practice exams, College Assistance Program (CAP) Advisor, Create college-ready climate, Testing fee waivers

Targeted Barriers to Achieving the Goal
- Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

Plan to Monitor Progress Toward the Goal

There will be an increase in students who are "College Ready"

Person or Persons Responsible
Multi-Tier System of Support (MTSS)RtI, CAP Advisor, Counselors

Target Dates or Schedule:
On-going

Evidence of Completion:
2014-2015 Actual Performance and Target Goals for School Improvement Plan

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing increase by 5 Percentage Points from 54% to 59%.

Targets Supported
- Writing

Resources Available to Support the Goal
- FCAT Writing Calibration Scoring Guides (anchor paper), District Pacing Guides, Baseline Writing Assessments, Interim Writing Assessments, Language Arts Department Chairperson

Targeted Barriers to Achieving the Goal
- The barrier for students scoring at or above 3.5 on the 2013 FCAT 2.0 Writing was their difficulty with providing appropriate and varied levels of support within the writing context.
- The barrier for students scoring 4 or above the 2014 FAA was their use of expressive writing skills.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT Writing 2.0

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 FCAT Writing 2.0, FAA Writing

G4. Students enrolled in target courses at or above Achievement Level 3 on the 2014 Mathematics End-Of-Course (EOC) examinations or at 4 or above on the 2014 FAA in Math will increase by 4 Percentage Points from 67% to 71%.

Targets Supported
- Math (High School, High School AMO's, High School FAA)

Resources Available to Support the Goal
- Mathematics Coach, Mathematics Curriculum Pacing Guides, Manipulatives, Practice Exams

Targeted Barriers to Achieving the Goal
- The barrier for subgroup not achieving their AMO target on the 2013 End-Of-Course Exams was the SWD students lack of algebraic skills, geometrical concepts, and thinking to solve real world problems.
- The barrier for students scoring at 4 and above on the 2013 FAA exam was the students difficulty in interpreting mathematical concepts in problem-solving real world problems.
- The barrier for all students making learning gains in targeted courses was the students difficulty in interpreting mathematical concepts in problem-solving real world problems.
- The barrier for students in the lowest 25% making learning gains in targeted courses was the students difficulty in interpreting mathematical concepts in problem-solving real world problems.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and EOC results

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 EOC results

G5. Postsecondary mathematics readiness for on-time graduates will increase by 5 Percentage Points from 52% to 57%.

Targets Supported
- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal
- Mathematics Coach, Mathematics Curriculum Pacing Guides, Mathematics Department Chairperson, CAP Advisor, ACT practice exams, SAT practice exams, P.E.R.T. practice exams

Targeted Barriers to Achieving the Goal
- The barrier for student in mathematics meeting "College Ready" standards is the limited exposure to advanced math topics covered on the exam.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from standardized test scores

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Results of students who are "College Ready" in mathematics

G6. Students in Algebra scoring at Achievement Level 3 on the EOC will increase by 3 Percentage Points from 30% to 33%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Points from 25% to 27%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Mathematics Coach, Mathematics Curriculum Pacing Guides, Manipulatives, Practice Exams

Targeted Barriers to Achieving the Goal
- The barrier for students scoring at Achievement Level 3 was Reporting Category 2 (Polynomials).
- The barrier for students scoring at or above Achievement Level 4 and above was Reporting Category 2 (Polynomials).

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments-District Interim Assessments Summative Assessments-Results of the 2014 Algebra EOC

G7. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 29% to 32%, and students scoring at or above Achievement Level 4 on the EOC will increase by 1 Percentage Point from 34% to 35%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Mathematics Coach, Mathematics Curriculum Pacing Guides, Manipulatives, Practice Exams

Targeted Barriers to Achieving the Goal
- The barrier for students scoring at or above Achievement Level 3 was Reporting Category 2 (Three-Dimensional Geometry). Students need to increase their experience with solving real world problems.
- The barrier for students scoring at or above Achievement Level 4 and above was Reporting Category 2 (Three-Dimensional Geometry). Students need to increase their experience with solving real world problems.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments-District Interim Assessments Summative Assessments-Results of the 2014 Geometry EOC

G8. Students in grade 11 taking the 2014 Science FAA scoring Levels 4-6 will increase by 1 Percentage Point from 25% to 26%, and students scoring Levels 7 and above will increase 1 Percentage Point from 58% to 59%.

Targets Supported
- Science
- Science - High School

Resources Available to Support the Goal
- Science Coach, Science Department Chairperson, SPED Program Specialist, SPED Resource Teacher

Targeted Barriers to Achieving the Goal
- The barrier for students taking the science FAA and scoring levels 4-6 is their inability to grasp scientific concepts for understanding.
- The barrier for students taking the science FAA and scoring levels 7 and above is their inability to grasp scientific concepts for understanding.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Access Points and FAA

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 FAA results, Access Points

G9. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 39% to 43%, and students scoring at Achievement Level 4 and above on EOC will increase by 1 Percentage Point from 15% to 16%.

Targets Supported

- Science

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science Coach, Biology Curriculum Pacing Guides, Essential Labs, Gizmos, Practice Exams

Targeted Barriers to Achieving the Goal

- The barrier for students scoring Achievement Level 3 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

- The barrier for students scoring Achievement Level 4 and above on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments-District Interim Assessments Summative Assessments-Results of the 2014 Biology EOC

G10. Students participating in STEM courses and passing CTE/STEM industry exams will increase by 1 Percentage Point from 78% to 79%.

Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- Miami-Dade College dual enrollment, Florida International University dual enrollment, National Academy Foundation (NAF), District support personnel, national/local clubs and/or organizations

Targeted Barriers to Achieving the Goal

- The barrier for the number of experiences and participation of students in STEM related courses is the academic constraints on student schedules.

- The barrier for students enrolling and completing accelerated STEM courses and taking one or more AP exam is the academic constraints on student schedules.

- The barrier for students who are CTE/STEM concentrators taking and passing a CTE/STEM industry certification exams is the student's limited exposure to program requirements.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored by attendance at the informational assemblies and the review of literature sent to homes.

Person or Persons Responsible

Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assemblies

G11. Students enrolling in CTE courses, with certified teachers, and taking CTE industry certification examinations will increase by 1 Percentage Point from 36% to 37%.

Targets Supported
- CTE

Resources Available to Support the Goal
- Industry Certification Workbooks and Tutorials, District Curriculum Support, National Academy Foundation (NAF) Curriculum Guides/Support

Targeted Barriers to Achieving the Goal
- The barrier for students enrolling in CTE courses and taking CTE examinations is scheduling constraints.

- The barrier for CTE students in accelerated courses and CTE concentrators is scheduling constraints.

- The barrier to teachers holding industry certification is limited to their opportunities to secure multiple certifications.

Plan to Monitor Progress Toward the Goal

Administrators and CTE instructors will meet to determine the result of professional development attendance, such as attaining additional CTE industry certification.

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Professional Development attendance, CTE certification

G12. Students in U.S. History scoring in the middle third and upper third on the U.S. History EOC will increase by 5 Percentage Points from 47% to 52%.

Targets Supported
- Social Studies

- U.S. History EOC

Resources Available to Support the Goal
- Social Studies Department Chairperson, U.S. History Curriculum Pacing Guides, Practice Exams, Periodicals/Currents Events

Targeted Barriers to Achieving the Goal
- The barrier for students scoring in the middle and upper third on the U.S. History EOC is the students' unfamiliarity with the application of content-specific vocabulary.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and U.S. History EOC

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments-District Interim Assessments Summative Assessments-Results of the 2014 U.S. History EOC

G13. Student academic development is correlated to student attendance, academic progress and discipline. Our goals for the 2013-2014 school year is to increase student attendance by 1%, graduation rate by 1% and decrease the number of suspensions by 1%.

Targets Supported
- EWS
- EWS - High School

Resources Available to Support the Goal
- Students Services Department, CAP Advisor, TRUST Counselor, Administrators, School Social Worker, School Psychologist, Student/Parent Portal, PTSA, SAC

Targeted Barriers to Achieving the Goal
- The barrier for students who miss 10% or more of instructional time and grade nine students with absences in the first twenty days is a result of student apathy toward school attendance and its direct relationship to academic success.
- The barrier for students in grade nine who fail two or more courses and do not move to the tenth grade, and students with a G.P.A. of less than 2.0 is their unawareness of the requirements listed in the Student Progression Plan and their lack of academic interest.
- The barrier for students who receive behavioral referrals is unfamiliarity with violations and consequences listed in the Code of Student Conduct.

Plan to Monitor Progress Toward the Goal

Attendance, grade, and suspension reports will be monitored for goal effectiveness

Person or Persons Responsible
Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
School attendance percentage, G.P.A. reports, Student History reports, COGNOS reports

G14. Our school's goal is to increase the graduation rate of all students within each cohort by 2 Percentage Points from 74% to 76% and to decrease the drop out rate 1% point from 2% to 1%.

Targets Supported

- EWS

- EWS - Graduation

Resources Available to Support the Goal

- Administrators, Student Services Department, CAP Advisor, Teachers, PTSA, SAC, Business Partners

Targeted Barriers to Achieving the Goal

- The barrier for students to graduate on-time is their willingness to enroll in Adult Education classes, leaving day school, when falling behind academically.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from progress reports

Person or Persons Responsible

Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District generated reports

G15. Parents who participate in parental engagement opportunities will increase by 5 Percentage Points from 27% to 32%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- District's Parent Academy, PTSA, SAC, Administrators, Student Services Department, School Social Worker, Community/Business Representatives

Targeted Barriers to Achieving the Goal

- Parents whose first language is not English are reluctant to engage in school activities; Parents feel that the information provided at school meetings are redundant from previous years and have no relevance to them or their child.

Plan to Monitor Progress Toward the Goal

There will be an increase in the number of parents who participate in school functions.

Person or Persons Responsible

Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Parent attendance increase, Attendance logs

Action Plan for Improvement

Problem Solving Key

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

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 14 Percentage Points from 49% to 63%.

G1.B1 Based on the results of the 2013 FCAT 2.0 Reading Test, the area of deficiency for the subgroups White, Black, Hispanic, ELL, SWD, and Economically Disadvantaged was Reporting Category 1 (Vocabulary) due to the lack of vocabulary skills necessary to identify affixes, word relationships, context clues, signal words and the correct meaning of words with multiple meanings in context.

G1.B1.S1 During instruction, teachers will provide more practice with prefixes, suffixes, root words, synonyms, and antonyms. They will provide opportunities for students to derive word meanings and word relationships from context; practice using context clues to distinguish the correct meaning of words that have multiple meanings, and distinguish literal from figurative interpretations.

Action Step 1

Students will benefit from a variety of activities working with sets of words that are semantically related. Students will practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher/school generated assessments, including benchmark assessments

Facilitator:

Reading Coach

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, Quizzes, Tests, Student work samples

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Literacy Leadership Team, Administrators, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessments, teacher generated assessments, Edusoft Reports, Progress monitoring data

G1.B2 The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 1 (Vocabulary). Students have difficulty determining the correct meaning of words with multiple meanings in context.

G1.B2.S1 Students will benefit from practice with prefixes, suffixes, root words, synonyms and antonyms to derive word meanings and word relationships from context. Students will also have the opportunity to use context clues to distinguish the correct meaning of words that have multiple meanings.

Action Step 1

Teachers will emphasize placing questions in context by rereading passages; teachers will use vocabulary word maps and word walls to assist students with determining the meaning of words with multiple meanings in context

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated assessments, including teacher assessment

Facilitator:

Reading Coach, Department Chair

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative assessments, Quizzes/test, Student work sample

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team, Administrators and Teachers, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Quizzes/Test, Student work folders

G1.B3 The barrier for students scoring at or above Achievement Level 4 on the administration of the 2013 FCAT 2.0 Reading Test indicates Reporting Category 3 (Literary Analysis – Fiction/Non-Fiction). Students lack the ability to analyze and develop interpretations of literary works by describing an author's use of literary elements. They have difficulty explaining and analyzing different elements of figurative language. They also have difficulty analyzing and evaluating an author's use of descriptive language, common idioms, and literary allusions. Students also struggled with analyzing and evaluating information from text features.

G1.B3.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

Student will practice identifying the methods of development, as well as multiple patters with in a single passage. Students will practice using graphic organizers and concept maps. Teachers will emphasizes identifying words and clue words that signal relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment, including benchmarks, Student work folders

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests, Site generated assessment, Student work folders

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators and Teachers, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum based assessments, Student work folders, Test/Quizzes

G1.B4 The barrier for students scoring at Levels 4, 5, and 6 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development.

G1.B4.S1 1. Teachers will target differentiated instruction. 2. Teachers will help students by providing print with visuals and/or symbols as well as using read alouds. 3. Teachers will provide students with continuous review and practice when learning reading concepts. 4. Students will complete multiple reads of a selection prior to responding to comprehension questions. 5. Teachers will encourage students to read from a wide variety of text.

Action Step 1

Teachers will be trained to effectively implement Access Points. Students will be required to do multiple reads of a selection prior to responding to comprehension questions. Students will be encouraged to read from a wide variety of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment, Access Point monitoring

Facilitator:

District Support, Department Chair

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/test, Student work folder, Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators and Teachers, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Site generated assessments, Test/Quizzes

G1.B5 The barrier for students scoring at or above Level 7 on the 2013 Florida Alternate Assessment (FAA) Reading Test was reading comprehension and identifying the main idea and supporting details, text structures, and elements of character development.

G1.B5.S1 To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability).

Action Step 1

Teachers will provide students with continuous review and practice when learning reading concepts and students will complete multiple reads of a selection prior to responding to comprehension questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment

Facilitator:

District Support, Department chair

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/test Lesson Plans, Student work folders

Plan to Monitor Effectiveness of G1.B5.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators and Teachers, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Site generated assessment, Student work folders, Test/Quizzes

G1.B6 The barrier for all students making learning gains on the 2013 FCAT 2.0 and FAA was Reporting Category 4 (Informational Text/Research Process). Students lack the ability to analyze information from text features. They have difficulty organizing, synthesizing, analyzing, and evaluating the validity and reliability of information from multiple sources to draw conclusions.

G1.B6.S1 1. Teachers will provide students with opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. 2. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. 3. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning. • analyze seminal U.S. documents of historical and literary significance

Action Step 1

Using graphic organizers, students will practice locating and verifying details, critically and analyzing text, and synthesizing details to draw correct conclusions. Teacher swill emphasize helping students build stranger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student wok and site generated assessment,

Facilitator:

Reading Coach

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/test, lesson plans, student work folders

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators and Teachers, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/test, Edusoft Reports, FCAT Achieves, Reading Plus, FAIR,

G1.B7 The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application). Students lack the ability to determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. They also struggle with analyzing the author's purpose and perspective in a variety of texts. They have difficulty with comparing and contrasting elements in multiple texts as well as identifying cause-and-effect relationships. Students struggle with analyzing a variety of text structures and text features as well.

G1.B7.S1 1. Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose. 2. Teachers will provide opportunities to make inferences, draw conclusions, and identify implied main idea and author's purpose. 3. Teachers will ingrain the practice of justifying answers by going back to the text for support. 4. Teachers will help students use graphic organizers to see patterns and summarize the main points. 5. Students will understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. 6. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • encouraging students to read from a wide variety of texts. • citing strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyzing a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Action Step 1

Teachers will help student use graphic organizers to see patterns and summarize the main points. Teachers will also use graphic organizers and encourage students to read from a wide variety of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment, including bench marks

Facilitator:

Reading Coach

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/tests, Lesson Plans, Student work folders

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators, Reading Coach, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/tests, Edusoft Reports, FCAT Achieves, Reading Plus, FAIR

G1.B8 The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions, such as provide students with more practice creating a personal view representation, facilitation language production, and writing student statements. 4. Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. 5. Teachers will use role-play, teacher/student modeling, think-alouds, and cooperative learning as well as group projects to provide support during speaking activities.

Action Step 1

The teacher will model behavior, use illustration/diagrams and simple direct language.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including bench marks

Facilitator:

Reading Coach and ELL Department Chair

Participants:

Literacy Leadership Team

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/tests, Lesson plans, Student work folders

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators, Reading Coach, MTSS/Rti

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Edusoft Reports, Achieve 3000

G1.B9 The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

G1.B9.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions, such as provide students with more practice creating a personal view representation, facilitation language production, and writing student statements. 4. Teachers will activate prior knowledge when presenting new material. 5. Teachers will use prediction strategies, read alouds, reader's theatre, chunking and cooperative learning as some of the strategies to present reading material. 6. Teachers will focus on key vocabulary, present vocabulary with context clues, and utilize vocabulary improvement strategies as a means to increase vocabulary development. 7. Word walls, graphic organizers and word banks will be used in the classroom.

Action Step 1

Teachers will activate and build upon prior knowledge. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed. Teachers will use teacher made questions for a given passage or story that relates to what was discussed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including bench marks

Facilitator:

Reading Coach, ELL Department Chair

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/tests, Student folders, Lesson planning

Plan to Monitor Effectiveness of G1.B9.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators, Reading Coach, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/tests, Edusoft Report, Achieve 3000,

G1.B10 The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

G1.B10.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions according to each child's individual writing level. 4. Teachers will provide students with more practice in using the writing process (planning, drafting, revising, editing, and publishing) as well as sharing and responding to writing. 5. Teachers will incorporate reading response journals and/or dialogue journals along with graphic organizers. 6. Teachers will utilize spelling strategies in the classroom. 7. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Action Step 1

The teacher will use dialog journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including bench marks

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Lesson plans, Student work folders

Plan to Monitor Effectiveness of G1.B10.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Administrators, Reading Coach, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Class assignments, Student work folders

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 63% to 67%.

G2.B1 Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

G2.B1.S1 Students identified as on-time graduates will be provided with additional resources and exposure to Postsecondary testing and the requirements associated with them.

Action Step 1

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

P.E.R.T., ACT, SAT registration

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

Monthly meetings to discuss increase in test registrations will be discussed with leadership team

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Test registration logs and reporting of test results

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the number of students who register for "College Ready" exams and monitor scores/progress

Person or Persons Responsible

Administrators, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Increase in students who are "College Ready"

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing increase by 5 Percentage Points from 54% to 59%.

G3.B1 The barrier for students scoring at or above 3.5 on the 2013 FCAT 2.0 Writing was their difficulty with providing appropriate and varied levels of support within the writing context.

G3.B1.S1 The teacher will implement instructional strategies that focus on the writing process and using varied levels of support through the use of calibration anchor papers.

Action Step 1

The teacher will assist students, through the use of calibration papers, to identify the purpose and intended audience for writing and provide opportunities for them to write for a variety of purposes and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks. Data from pre and post tests; teacher lesson plans.

Facilitator:

Language Arts Department Chairperson

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Writing samples and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, 2014 FCAT Writing 2.0

G3.B2 The barrier for students scoring 4 or above the 2014 FAA was their use of expressive writing skills.

G3.B2.S1 The barrier for students scoring 4 or above on the 2013 FAA was their limited use of expressive writing skills.

Action Step 1

The teacher will provide the students with continuous repetition/practice when learning writing concepts. Students should use graphic organizers with pictures to draft their writing ideas. Students will develop creative writing through journaling, letter writing, and/or applications and resumes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Writing samples, District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Assessments, 2014 FCAT Writing 2.0

G4. Students enrolled in target courses at or above Achievement Level 3 on the 2014 Mathematics End-Of-Course (EOC) examinations or at 4 or above on the 2014 FAA in Math will increase by 4 Percentage Points from 67% to 71%.

G4.B1 The barrier for subgroup not achieving their AMO target on the 2013 End-Of-Course Exams was the SWD students lack of algebraic skills, geometrical concepts, and thinking to solve real world problems.

G4.B1.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems.

Action Step 1

Students will be provided opportunities to solve algebraic proportions in real world and mathematical context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, MTSS/RtI, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators, Math Coach, MTSS Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

G4.B2 The barrier for students scoring at 4 and above on the 2013 FAA exam was the students difficulty in interpreting mathematical concepts in problem-solving real world problems.

G4.B2.S1 Teachers will implement with fidelity the Unique Learning Systems mathematics component that is aligned with FAA Access Points.

Action Step 1

The teacher will provide students with opportunities to learn mathematical concepts using manipulatives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, MTSS/RtI, Administrators, SPED Department Chairperson

Target Dates or Schedule

On-going

Evidence of Completion

Access Points, teacher lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators, SPED Program Specialist, Teachers, Department Chair, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Access Points, teacher lesson plans

G4.B3 The barrier for all students making learning gains in targeted courses was the students difficulty in interpreting mathematical concepts in problem-solving real world problems.

G4.B3.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems.

Action Step 1

The teacher will provide opportunities for student to solve real world problems using the Departmental Mathematics Problem Solving Protocol.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, MTSS, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators, MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, 2014 EOC results

G4.B4 The barrier for students in the lowest 25% making learning gains in targeted courses was the students difficulty in interpreting mathematical concepts in problem-solving real world problems.

G4.B4.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems.

Action Step 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

POD

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

The Mathematics Professional Learning Communities (PLC) will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year. The PLCs will share tips on how to improve student performance from the results of the summative and formative assessments

Person or Persons Responsible

Math Coach, Math Department Chair, MTSS/RtI Team, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B4.S1

The leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum. Data from the District Interim Assessments will be analyzed throughout the year by the leadership team and SAC using the Florida Continuous Improvement Model (FCIM) to monitor the effectiveness and implementation of strategies

Person or Persons Responsible

Math Coach and Administrators, MTSS/RtI Team, Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Edusoft Reports, teacher lesson plans

G5. Postsecondary mathematics readiness for on-time graduates will increase by 5 Percentage Points from 52% to 57%.

G5.B1 The barrier for student in mathematics meeting "College Ready" standards is the limited exposure to advanced math topics covered on the exam.

G5.B1.S1 Provide students with "College Ready" math materials to better prepare them prior to administration of the examination.

Action Step 1

Develop study guide tutorials for reviewing "College Ready" math objectives and assessments.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

"College Ready" math tutorials.

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

Administrators will faithfully meet with teachers and review progress of students as they implement the use of study guide materials.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Classroom observations, study guides, teacher lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Informal/formal classroom observations will be used by administrators to validate implementation of program.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Study guide, teacher lesson plans

G6. Students in Algebra scoring at Achievement Level 3 on the EOC will increase by 3 Percentage Points from 30% to 33%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Points from 25% to 27%.

G6.B1 The barrier for students scoring at Achievement Level 3 was Reporting Category 2 (Polynomials).

G6.B1.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving polynomials.

Action Step 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving polynomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Math Coach, Math Department Chair

Participants:

Teachers

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

Using the FCIM model, the Mathematics Professional Learning Communities (PLC) will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year. The PLCs will share tips on how to improve student performance from the results of the summative and formative assessments.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM model, the leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Administrators, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, teacher lesson plans

G6.B2 The barrier for students scoring at or above Achievement Level 4 and above was Reporting Category 2 (Polynomials).

G6.B2.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving polynomials.

Action Step 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving polynomials.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Math Coach, Math Department Chair

Participants:

Teacher

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

Using the FCIM model, the Mathematics Professional Learning Communities (PLC) will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year. The PLCs will share tips on how to improve student performance from the results of the summative and formative assessments.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model, The leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports

G7. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 29% to 32%, and students scoring at or above Achievement Level 4 on the EOC will increase by 1 Percentage Point from 34% to 35%.

G7.B1 The barrier for students scoring at or above Achievement Level 3 was Reporting Category 2 (Three-Dimensional Geometry). Students need to increase their experience with solving real world problems.

G7.B1.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving Three-Dimensional Geometry.

Action Step 1

The teacher will co-author and model a Departmental Mathematics Problem Solving Protocal to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving Three-Dimensional Geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Using the FCIM model the leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Using the FCIM model, skill practice and applications will be implemented through PODs using the PSP defined by mathematics teachers for the duration of the school year. Data from formative and summative assessments will be analyzed and instruction modified as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports

G7.B2 The barrier for students scoring at or above Achievement Level 4 and above was Reporting Category 2 (Three-Dimensional Geometry). Students need to increase their experience with solving real world problems.

G7.B2.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving Three-Dimensional Geometry.

Action Step 1

The teacher will co-author and model a Departmental Mathematics Problem Solving Protocal to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving Three-Dimensional Geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Math Coach Math Department Chairperson

Participants:

Teachers

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

Using the FCIM model, the Mathematics Professional Learning Communities (PLC) will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year. The PLCs will share tips on how to improve student performance from the results of the summative and formative assessments.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Using the FCIM model, the leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, teacher lesson plans

G8. Students in grade 11 taking the 2014 Science FAA scoring Levels 4-6 will increase by 1 Percentage Point from 25% to 26%, and students scoring Levels 7 and above will increase 1 Percentage Point from 58% to 59%.

G8.B1 The barrier for students taking the science FAA and scoring levels 4-6 is their inability to grasp scientific concepts for understanding.

G8.B1.S1 Provide students with multiple opportunities to learn scientific concepts and the opportunity to write and/or speak to explain concept acquisition.

Action Step 1

Students will be provided with objects/pictures for exploration and identification of key scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Access Points

Facilitator:

District Support Personnel SPED Program Specialist

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests, Access Points

Plan to Monitor Effectiveness of G8.B1.S1

Classroom observations and review of lesson plans to ensure that scientific concepts are taught

Person or Persons Responsible

Administrators, SPED Program Specialist, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Access Points, teacher lesson plans

G8.B2 The barrier for students taking the science FAA and scoring levels 7 and above is their inability to grasp scientific concepts for understanding.

G8.B2.S1 Provide students with multiple opportunities to learn scientific concepts and the opportunity to write and/or speak to explain concept acquisition.

Action Step 1

Students will be provided with objects/pictures for exploration and identification of key scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, Access Points

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests, Access Points

Plan to Monitor Effectiveness of G8.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests, Access Points

G9. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 39% to 43%, and students scoring at Achievement Level 4 and above on EOC will increase by 1 Percentage Point from 15% to 16%.

G9.B1 The barrier for students scoring Achievement Level 3 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G9.B1.S1 The teacher will provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

The teacher will provide all students the opportunity to design experiments using the processes of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. The teacher will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Science Coach Science Department Chairperson

Participants:

Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Science Coach, Science Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, Gizmo Reports, teacher lesson plans

G9.B2 The barrier for students scoring Achievement Level 4 and above on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G9.B2.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

The teacher will provide all students the opportunity to design experiments using the processes of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. The teacher will promote the use of instructional technology (Gizmos) to enhance and remediate student conceptual understanding of biology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Science Coach Science Department Chairperson

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Science Coach, Science Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, Gizmos Reports

G10. Students participating in STEM courses and passing CTE/STEM industry exams will increase by 1 Percentage Point from 78% to 79%.

G10.B1 The barrier for the number of experiences and participation of students in STEM related courses is the academic constraints on student schedules.

G10.B1.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process.

Action Step 1

Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/experiences.

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Subject Selection Sheets, ASPEN reports

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

Administrators will identify and review subject selection sheets of students participating in STEM related courses to ensure minimal conflicts.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Subject Selection Sheets, ASPEN reports

Plan to Monitor Effectiveness of G10.B1.S1

The master schedule will be reviewed to ensure an increase in STEM enrollment and participation.

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Master schedule, ASPEN reports

G10.B2 The barrier for students enrolling and completing accelerated STEM courses and taking one or more AP exam is the academic constraints on student schedules.

G10.B2.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process.

Action Step 1

The leadership team will meet to properly plan during the articulation process to ensure an increase in STEM participation.

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Master schedule, ASPEN reports

Plan to Monitor Fidelity of Implementation of G10.B2.S1

The leadership team will periodically monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program.

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Master schedule, ASPEN reports

Plan to Monitor Effectiveness of G10.B2.S1

The leadership team will periodically meet to discuss the academic progress of students enrolled in STEM courses.

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Master schedule, ASPEN reports

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B3 The barrier for students who are CTE/STEM concentrators taking and passing a CTE/STEM industry certification exams is the student's limited exposure to program requirements.

G10.B3.S3 Student Services Department and STEM advisors will collaborate to maximize the number of students who are exposed to and understand STEM program participation requirements.

Action Step 1

The Leadership team will identify program participation requirements and conduct informational assemblies with students to disseminate the information. They will also create informational literature to be distributed at home for parent/guardian awareness.

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Master schedule, agenda of meetings

Plan to Monitor Fidelity of Implementation of G10.B3.S3

Administrators will attend assemblies to monitor the information that is presented.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Attendance log of assemblies

Plan to Monitor Effectiveness of G10.B3.S3

Administrators will review the informational literature sent to parents/guardians

Person or Persons Responsible

Administrators, Counselors, STEM advisors

Target Dates or Schedule

On-going

Evidence of Completion

Attendance at assemblies, informational literature (brochures)

G11. Students enrolling in CTE courses, with certified teachers, and taking CTE industry certification examinations will increase by 1 Percentage Point from 36% to 37%.

G11.B1 The barrier for students enrolling in CTE courses and taking CTE examinations is scheduling constraints.

G11.B1.S1 Schedule career academy students in cohorts with common academic and CTE instructors.

Action Step 1

Student Services Department will articulate, during the subject selection process, students individually to ensure proper placement/enrollment in CTE courses.

Person or Persons Responsible

Administrators, Student Services Department, CTE teachers, Registrar

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule, Subject Selection Sheets

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

Administrators will review subject selection sheets and monitor ASPEN reports

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G11.B1.S1

ASPEN reports will be monitored closely for effectiveness

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule

G11.B2 The barrier for CTE students in accelerated courses and CTE concentrators is scheduling constraints.

G11.B2.S1 Schedule career academy students in cohorts with common academic and CTE instructors.

Action Step 1

Monitor and review student schedules to ensure building pipeline for intermediate and advanced level courses

Person or Persons Responsible

Administrators, Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule, ASPEN generated reports

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

Administrators will meet with CTE instructors to monitor implementation and adjust as necessary.

Person or Persons Responsible

Administrators, Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule, ASPEN generated reports

Plan to Monitor Effectiveness of G11.B2.S1

There will be an increase of CTE students in accelerated courses and CTE concentrators scheduled in cohorts.

Person or Persons Responsible

Administrators, Student Services Department, and CTE instructors

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule, ASPEN generated reports

G11.B3 The barrier to teachers holding industry certification is limited to their opportunities to secure multiple certifications.

G11.B3.S1 Encourage teachers to attend professional development to increase their opportunities to secure varied industry certifications.

Action Step 1

Instructors will review the District's professional development offerings and enroll in courses that will lead to additional CTE certifications.

Person or Persons Responsible

Administrators and industry instructors

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Attendance, industry certification

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Administrators will meet with CTE instructors regularly to monitor their professional development participation.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development attendance, industry certification

Plan to Monitor Effectiveness of G11.B3.S1

As a result of professional development participation, CTE instructors will secure additional CTE certifications.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development attendance, industry certification

G12. Students in U.S. History scoring in the middle third and upper third on the U.S. History EOC will increase by 5 Percentage Points from 47% to 52%.

G12.B1 The barrier for students scoring in the middle and upper third on the U.S. History EOC is the students' unfamiliarity with the application of content-specific vocabulary.

G12.B1.S1 The teacher will implement lesson plans that include a variety of strategies that will help students with content-specific vocabulary. Teachers will collaborate by sharing best practices to increase the percentage of students scoring proficient as measured by the U.S. History EOC Assessment.

Action Step 1

The teacher will provide activities which help students develop an understanding of the content-specific vocabulary taught in U.S. History.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Social Studies Department Chairperson

Participants:

Teachers

Action Step 2

Teachers will provide activities that reteach previously assessed benchmarks through bell ringers and primary source literature.

Person or Persons Responsible

Teachers, Department Chair, Administrators, District Curriculum Support Specialist

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Biweekly Assessments

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G12.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, teacher lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G13. Student academic development is correlated to student attendance, academic progress and discipline. Our goals for the 2013-2014 school year is to increase student attendance by 1%, graduation rate by 1% and decrease the number of suspensions by 1%.

G13.B1 The barrier for students who miss 10% or more of instructional time and grade nine students with absences in the first twenty days is a result of student apathy toward school attendance and its direct relationship to academic success.

G13.B1.S1 Identify students who accumulate excessive absences.

Action Step 1

Review daily attendance bulletin to identify students who begin to accumulate excessive absences; Refer students who have accumulated excessive absences to TRUST Counselor for intervention; Place students on an attendance contract and refer to School Social Worker those student who continue to accumulate excessive absences.

Person or Persons Responsible

Administrators, School Social Worker, Students Services Department, TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

District generated attendance reports, Daily School Bulletin

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

The Leadership Team and the Student Services Department will conduct bi-weekly meetings to monitor student attendance.

Person or Persons Responsible

Leadership Team and the Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

School Daily Attendance Percentage

Plan to Monitor Effectiveness of G13.B1.S1

Students who have been identified with excessive absences show a decrease in the frequency of absences following targeted interventions.

Person or Persons Responsible

Leadership Team and the Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin

G13.B2 The barrier for students in grade nine who fail two or more courses and do not move to the tenth grade, and students with a G.P.A. of less than 2.0 is their unawareness of the requirements listed in the Student Progression Plan and their lack of academic interest.

G13.B2.S1 Identify students who fail a course each grading period.

Action Step 1

Counselors will meet with students who have failed a course to discuss an intervention plan; counselors will conduct teacher-parent conferences to discuss academic progress; students with failing grades and/or potentially failing a course will be placed on a Weekly Progress Report by their respective administrator.

Person or Persons Responsible

Leadership Team, Student Services Department, TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Administrative Logs, Academic Contracts

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Administrators will meet with Counselors regularly to monitor student academic progress; Student Services Department will report to the Leadership Team the academic progress of students placed on Weekly Progress Reports.

Person or Persons Responsible

Administrators, Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Student Case Management records, Administrative Contracts

Plan to Monitor Effectiveness of G13.B2.S1

Students who have been identified will reduce the number of classes they fail and increase their grade point average.

Person or Persons Responsible

Administrators, Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Progress Reports, Report Cards

G13.B3 The barrier for students who receive behavioral referrals is unfamiliarity with violations and consequences listed in the Code of Student Conduct.

G13.B3.S1 Familiarize students with the Code of Student Conduct.

Action Step 1

Issue an "Acknowledgment of Receipt and Review" of the Code of Student Conduct to be discussed by parents and students; Conduct grade level assemblies where the Code of Student Conduct is discussed.

Person or Persons Responsible

Administrators and Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Return of acknowledgement receipts, Attendance at grade level assembles

Plan to Monitor Fidelity of Implementation of G13.B3.S1

The administrative team will meet to monitor the reduction of behavior referrals.

Person or Persons Responsible

Administrators and Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

Review of SCAMS

Plan to Monitor Effectiveness of G13.B3.S1

The number of referrals and behavior that lead to suspension will be reduced.

Person or Persons Responsible

Administrators and Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

SCAM reviews, COGNOS reports

G14. Our school's goal is to increase the graduation rate of all students within each cohort by 2 Percentage Points from 74% to 76% and to decrease the drop out rate 1% point from 2% to 1%.

G14.B1 The barrier for students to graduate on-time is their willingness to enroll in Adult Education classes, leaving day school, when falling behind academically.

G14.B1.S1 Quarterly monitor all students and provide interventions for those considered "at-risk" of not graduating on time.

Action Step 1

Monitor and provide interventions for at-risk student through the Student Services Department; Administrators will meet with counselors to discuss intervention strategies (i.e., Weekly Progress Reports)

Person or Persons Responsible

Teachers, Student Services Department, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Progress Reports

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

Meet regularly with counselors and support staff to ensure fidelity of implementation.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports

Plan to Monitor Effectiveness of G14.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and adjust strategies appropriately.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports

G15. Parents who participate in parental engagement opportunities will increase by 5 Percentage Points from 27% to 32%.

G15.B1 Parents whose first language is not English are reluctant to engage in school activities; Parents feel that the information provided at school meetings are redundant from previous years and have no relevance to them or their child.

G15.B1.S1 Use ConnectEd messages in multiple languages to attract multilingual and non-native speaking parents to school meetings. Prior to school meetings, provide a bilingual agenda on the school web page of the topics to be discussed.

Action Step 1

Administrators will deliver ConnectEd messages in multiple languages to inform parents of school meetings; Administrators will hold bi-lingual presentations.

Person or Persons Responsible

Administrators and Student Services Department

Target Dates or Schedule

On-going

Evidence of Completion

ConnectEd message logs

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

Administrators and counselors will use a standard log-in procedure for all school meetings.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Logs, Agendas for meetings

Plan to Monitor Effectiveness of G15.B1.S1

Monitor ConnectEd usage log and sign in sheets of all parental meetings at the school.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Review of school created sign-in sheets and ConnectEd usage logs.

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 D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation
Title III
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per

grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Adult Education

High School Only

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

Career and Technical Education

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

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

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

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 14 Percentage Points from 49% to 63%.

G1.B1 Based on the results of the 2013 FCAT 2.0 Reading Test, the area of deficiency for the subgroups White, Black, Hispanic, ELL, SWD, and Economically Disadvantaged was Reporting Category 1 (Vocabulary) due to the lack of vocabulary skills necessary to identify affixes, word relationships, context clues, signal words and the correct meaning of words with multiple meanings in context.

G1.B1.S1 During instruction, teachers will provide more practice with prefixes, suffixes, root words, synonyms, and antonyms. They will provide opportunities for students to derive word meanings and word relationships from context; practice using context clues to distinguish the correct meaning of words that have multiple meanings, and distinguish literal from figurative interpretations.

PD Opportunity 1

Students will benefit from a variety of activities working with sets of words that are semantically related. Students will practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher/school generated assessments, including benchmark assessments

G1.B2 The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 1 (Vocabulary). Students have difficulty determining the correct meaning of words with multiple meanings in context.

G1.B2.S1 Students will benefit from practice with prefixes, suffixes, root words, synonyms and antonyms to derive word meanings and word relationships from context. Students will also have the opportunity to use context clues to distinguish the correct meaning of words that have multiple meanings.

PD Opportunity 1

Teachers will emphasize placing questions in context by rereading passages; teachers will use vocabulary word maps and word walls to assist students with determining the meaning of words with multiple meanings in context

Facilitator

Reading Coach, Department Chair

Participants

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated assessments, including teacher assessment

G1.B4 The barrier for students scoring at Levels 4, 5, and 6 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development.

G1.B4.S1 1. Teachers will target differentiated instruction. 2. Teachers will help students by providing print with visuals and/or symbols as well as using read alouds. 3. Teachers will provide students with continuous review and practice when learning reading concepts. 4. Students will complete multiple reads of a selection prior to responding to comprehension questions. 5. Teachers will encourage students to read from a wide variety of text.

PD Opportunity 1

Teachers will be trained to effectively implement Access Points. Students will be required to do multiple reads of a selection prior to responding to comprehension questions. Students will be encouraged to read from a wide variety of text.

Facilitator

District Support, Department Chair

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment, Access Point monitoring

G1.B5 The barrier for students scoring at or above Level 7 on the 2013 Florida Alternate Assessment (FAA) Reading Test was reading comprehension and identifying the main idea and supporting details, text structures, and elements of character development.

G1.B5.S1 To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability).

PD Opportunity 1

Teachers will provide students with continuous review and practice when learning reading concepts and students will complete multiple reads of a selection prior to responding to comprehension questions.

Facilitator

District Support, Department chair

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment

G1.B6 The barrier for all students making learning gains on the 2013 FCAT 2.0 and FAA was Reporting Category 4 (Informational Text/Research Process). Students lack the ability to analyze information from text features. They have difficulty organizing, synthesizing, analyzing, and evaluating the validity and reliability of information from multiple sources to draw conclusions.

G1.B6.S1 1. Teachers will provide students with opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. 2. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. 3. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning. • analyze seminal U.S. documents of historical and literary significance

PD Opportunity 1

Using graphic organizers, students will practice locating and verifying details, critically and analyzing text, and synthesizing details to draw correct conclusions. Teacher swill emphasize helping students build stranger arguments to support their answers.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student wok and site generated assessment,

G1.B7 The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application). Students lack the ability to determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. They also struggle with analyzing the author's purpose and perspective in a variety of texts. They have difficulty with comparing and contrasting elements in multiple texts as well as identifying cause-and-effect relationships. Students struggle with analyzing a variety of text structures and text features as well.

G1.B7.S1 1. Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose. 2. Teachers will provide opportunities to make inferences, draw conclusions, and identify implied main idea and author's purpose. 3. Teachers will ingrain the practice of justifying answers by going back to the text for support. 4. Teachers will help students use graphic organizers to see patterns and summarize the main points. 5. Students will understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. 6. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • encouraging students to read from a wide variety of texts. • citing strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyzing a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

PD Opportunity 1

Teachers will help student use graphic organizers to see patterns and summarize the main points. Teachers will also use graphic organizers and encourage students to read from a wide variety of text.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment, including bench marks

G1.B8 The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions, such as provide students with more practice creating a personal view representation, facilitation language production, and writing student statements. 4. Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. 5. Teachers will use role-play, teacher/student modeling, think-alouds, and cooperative learning as well as group projects to provide support during speaking activities.

PD Opportunity 1

The teacher will model behavior, use illustration/diagrams and simple direct language.

Facilitator

Reading Coach and ELL Department Chair

Participants

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including bench marks

G1.B9 The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

G1.B9.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions, such as provide students with more practice creating a personal view representation, facilitation language production, and writing student statements. 4. Teachers will activate prior knowledge when presenting new material. 5. Teachers will use prediction strategies, read alouds, reader's theatre, chunking and cooperative learning as some of the strategies to present reading material. 6. Teachers will focus on key vocabulary, present vocabulary with context clues, and utilize vocabulary improvement strategies as a means to increase vocabulary development. 7. Word walls, graphic organizers and word banks will be used in the classroom.

PD Opportunity 1

Teachers will activate and build upon prior knowledge. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed. Teachers will use teacher made questions for a given passage or story that relates to what was discussed.

Facilitator

Reading Coach, ELL Department Chair

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including bench marks

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing increase by 5 Percentage Points from 54% to 59%.

G3.B1 The barrier for students scoring at or above 3.5 on the 2013 FCAT 2.0 Writing was their difficulty with providing appropriate and varied levels of support within the writing context.

G3.B1.S1 The teacher will implement instructional strategies that focus on the writing process and using varied levels of support through the use of calibration anchor papers.

PD Opportunity 1

The teacher will assist students, through the use of calibration papers, to identify the purpose and intended audience for writing and provide opportunities for them to write for a variety of purposes and audiences.

Facilitator

Language Arts Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks. Data from pre and post tests; teacher lesson plans.

G6. Students in Algebra scoring at Achievement Level 3 on the EOC will increase by 3 Percentage Points from 30% to 33%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Points from 25% to 27%.

G6.B1 The barrier for students scoring at Achievement Level 3 was Reporting Category 2 (Polynomials).

G6.B1.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving polynomials.

PD Opportunity 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving polynomials.

Facilitator

Math Coach, Math Department Chair

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G6.B2 The barrier for students scoring at or above Achievement Level 4 and above was Reporting Category 2 (Polynomials).

G6.B2.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving polynomials.

PD Opportunity 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving polynomials.

Facilitator

Math Coach, Math Department Chair

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G7. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 29% to 32%, and students scoring at or above Achievement Level 4 on the EOC will increase by 1 Percentage Point from 34% to 35%.

G7.B2 The barrier for students scoring at or above Achievement Level 4 and above was Reporting Category 2 (Three-Dimensional Geometry). Students need to increase their experience with solving real world problems.

G7.B2.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving Three-Dimensional Geometry.

PD Opportunity 1

The teacher will co-author and model a Departmental Mathematics Problem Solving Protocal to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving Three-Dimensional Geometry.

Facilitator

Math Coach Math Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G8. Students in grade 11 taking the 2014 Science FAA scoring Levels 4-6 will increase by 1 Percentage Point from 25% to 26%, and students scoring Levels 7 and above will increase 1 Percentage Point from 58% to 59%.

G8.B1 The barrier for students taking the science FAA and scoring levels 4-6 is their inability to grasp scientific concepts for understanding.

G8.B1.S1 Provide students with multiple opportunities to learn scientific concepts and the opportunity to write and/or speak to explain concept acquisition.

PD Opportunity 1

Students will be provided with objects/pictures for exploration and identification of key scientific concepts.

Facilitator

District Support Personnel SPED Program Specialist

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Access Points

G9. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 39% to 43%, and students scoring at Achievement Level 4 and above on EOC will increase by 1 Percentage Point from 15% to 16%.

G9.B1 The barrier for students scoring Achievement Level 3 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G9.B1.S1 The teacher will provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

PD Opportunity 1

The teacher will provide all students the opportunity to design experiments using the processes of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. The teacher will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Facilitator

Science Coach Science Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G9.B2 The barrier for students scoring Achievement Level 4 and above on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G9.B2.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

PD Opportunity 1

The teacher will provide all students the opportunity to design experiments using the processes of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. The teacher will promote the use of instructional technology (Gizmos) to enhance and remediate student conceptual understanding of biology.

Facilitator

Science Coach Science Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G12. Students in U.S. History scoring in the middle third and upper third on the U.S. History EOC will increase by 5 Percentage Points from 47% to 52%.

G12.B1 The barrier for students scoring in the middle and upper third on the U.S. History EOC is the students' unfamiliarity with the application of content-specific vocabulary.

G12.B1.S1 The teacher will implement lesson plans that include a variety of strategies that will help students with content-specific vocabulary. Teachers will collaborate by sharing best practices to increase the percentage of students scoring proficient as measured by the U.S. History EOC Assessment.

PD Opportunity 1

The teacher will provide activities which help students develop an understanding of the content-specific vocabulary taught in U.S. History.

Facilitator

Social Studies Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 14 Percentage Points from 49% to 63%.	$15,000
G2.	On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 63% to 67%.	$3,500
G15.	Parents who participate in parental engagement opportunities will increase by 5 Percentage Points from 27% to 32%.	$1,000
	Total	$19,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
SAC	$18,500	$1,000	$19,500
Total	$18,500	$1,000	$19,500

Budget Details

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

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 14 Percentage Points from 49% to 63%.

G1.B2 The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 1 (Vocabulary). Students have difficulty determining the correct meaning of words with multiple meanings in context.

G1.B2.S1 Students will benefit from practice with prefixes, suffixes, root words, synonyms and antonyms to derive word meanings and word relationships from context. Students will also have the opportunity to use context clues to distinguish the correct meaning of words that have multiple meanings.

Action Step 1

Teachers will emphasize placing questions in context by rereading passages; teachers will use vocabulary word maps and word walls to assist students with determining the meaning of words with multiple meanings in context

Resource Type

Personnel

Resource

The school will employee an interventionist to perform targeted pull out tutoring.

Funding Source

SAC

Amount Needed

$7,500

G1.B3 The barrier for students scoring at or above Achievement Level 4 on the administration of the 2013 FCAT 2.0 Reading Test indicates Reporting Category 3 (Literary Analysis – Fiction/Non-Fiction). Students lack the ability to analyze and develop interpretations of literary works by describing an author's use of literary elements. They have difficulty explaining and analyzing different elements of figurative language. They also have difficulty analyzing and evaluating an author's use of descriptive language, common idioms, and literary allusions. Students also struggled with analyzing and evaluating information from text features.

G1.B3.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

Student will practice identifying the methods of development, as well as multiple patters with in a single passage. Students will practice using graphic organizers and concept maps. Teachers will emphasizes identifying words and clue words that signal relationships.

Resource Type

Personnel

Resource

The school will employee an interventionist to perform targeted pull out tutoring.

Funding Source

SAC

Amount Needed

$7,500

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 63% to 67%.

G2.B1 Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

G2.B1.S1 Students identified as on-time graduates will be provided with additional resources and exposure to Postsecondary testing and the requirements associated with them.

Action Step 1

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Resource Type

Personnel

Resource

Students identified as on-time graduates, who are not college ready, will be provided with research based materials to prepare them for success on "College Ready" exams.

Funding Source

SAC

Amount Needed

$3,500

G15. Parents who participate in parental engagement opportunities will increase by 5 Percentage Points from 27% to 32%.

G15.B1 Parents whose first language is not English are reluctant to engage in school activities; Parents feel that the information provided at school meetings are redundant from previous years and have no relevance to them or their child.

G15.B1.S1 Use ConnectEd messages in multiple languages to attract multilingual and non-native speaking parents to school meetings. Prior to school meetings, provide a bilingual agenda on the school web page of the topics to be discussed.

Action Step 1

Administrators will deliver ConnectEd messages in multiple languages to inform parents of school meetings; Administrators will hold bi-lingual presentations.

Resource Type

Evidence-Based Program

Resource

Informational materials will be prepared and distributed to parents and stakeholders in multiple languages for better understanding.

Funding Source

SAC

Amount Needed

$1,000