



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Aspira Arts Deco Charter

1 NE 19TH ST

Miami, FL 33132

305-576-1512

http://fl.aspira.org/wynwood/charter/emh_charter.htm

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
99%

School Grades History

2013-14
D

2012-13
C

2011-12
B

2010-11
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Aspira Arts Deco Charter

Principal

Jorge L. Trujillo (Ed Hernandez)

School Advisory Council chair

Rosa Simon

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

Name	Title
Jorge L Trujillo	Principal
Malfry Taylor	Reading Leader/Testing Chair
Poliana Guimaraes Leake	Language Arts Lead Teacher
Jesus Huarotte	Math Lead Teacher
Juan Collado	ESE Coordinator
Richard Knigin	Adv./Gifted Education Dept. Chair
Charles Purcell	Social Science Dept. Chair
Juan C. Pagan	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1
 Teachers - 5
 Educational Support – 2
 Parents - 2
 Students - 2
 Bus. Comm. Rep. -1
 Board of Dir. -1

Involvement of the SAC in the development of the SIP

The SIP was developed with input from teachers in the different subject such as Mathematics, Reading & Language Arts and Social Sciences. The teachers reviewed and evaluated the strategies that were implemented the previous year and submitted those which they considered as having the greatest impact on student achievement. The strategies were presented to the SAC to be reviewed and approved.

Activities of the SAC for the upcoming school year

The activity of the SAC will continue to be that of monitoring and making sure that the School Improvement Plan is being implemented by teachers, supervised by the school administration, and that the students are making learning gains in each tested area.

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

The amount of \$5 per student will be used as an investment through the purchase of materials and resources to improve student achievement.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jorge L. Trujillo (Ed Hernandez)

Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Jorge L Trujillo: BA – Business Administration In Information Management Systems, FIU; MS, Ed. – Educational Leadership – Universidad del Este
Professional Educator's Certification: Computer Science (K-12); Mathematics (5-9)

Performance Record

2013 - School Grade C
High Standards Rdg 35
High Standards Math 39
Lrng Gains- Rdg 50
Lrng Gains -Math 49
Gains-Rdg-25% 63
Gains-Math-25% 51
2012 - School Grade C
High Standards Rdg 42
High Standards Math 39
Lrng Gains- Rdg 56
Lrng Gains –Math 54
Gains-Rdg-25% 61
Gains-Math-25% 49
2011 - School Grade B
High Standards Rdg 59
High Standards Math 51
Lrng Gains- Rdg 66
Lrng Gains –Math 67
Gains-Rdg-25% 81
Gains-Math-25% 73
2010 - School Grade C
High Standards Rdg 59
High Standards Math 50
Lrng Gains- Rdg 66
Lrng Gains -Math 67
Gains-Rdg-25% 75
Gains-Math-25% 74
2009 - School Grade C
High Standards Rdg 59
High Standards Math 42
Lrng Gains- Rdg 70
Lrng Gains -Math 60
Gains-Rdg-25% 81
Gains-Math-25% 67

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

29

receiving effective rating or higher

10, 34%

Highly Qualified Teachers

31%

certified in-field

27, 93%

ESOL endorsed

9, 31%

reading endorsed

1, 3%

with advanced degrees

10, 34%

National Board Certified

0, 0%

first-year teachers

4, 14%

with 1-5 years of experience

10, 34%

with 6-14 years of experience

13, 45%

with 15 or more years of experience

6, 21%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

There three areas that are being addressed by our school in order to recruit and retain highly qualified, certified-in-field teachers:

- Hiring
- Educating
- Compensating
- Giving opportunities of employment to not only younger teachers and recent graduates but also to retired teachers with previous experience from the District Schools and those who are looking to stay in one place to supplement their income.
- Creating a learning community environment where teachers with experience can teach other less experienced teachers.
- Providing fringe benefits that will attract and help with retention of highly qualified educators.

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

In order to support the new teachers will mentor new teachers to help them with, lesson preparation, best practices, teaching methods and classroom management.

Math:

- Jesús Huarotte mentors: Mercedes Cabrera and Yasser Pino
- Alfred Milne mentors: Eileen Castillo
- Wilfredo Denies mentors: Ricardo Leante and Ruben Parra

Reading/ Language Arts:

- Poliana Guimaraes Leake mentors: Mario Lacerda

Science:

- Richard Knigin mentors: Marlen Dilla and Ms. Brisbane

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

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

Tier 1(Leadership Team)

- Administrator, Jorge L Trujillo will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
- In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- School reading, math, science, and behavior specialists (Malfry Taylor, Jesus Huarotte, Ricahrd Knigin)
 - Special education personnel (Juan Collado)
 - School guidance counselor (Ema Milrario)
 - School psychologist (Tiombe Kendricks)
 - School social worker (TBA)
 - Member of advisory group, community stakeholders, parents (Rosa Simon)
 - In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Every other month) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members (Jorge L Trujillo, Ema Milrario, Malfry Taylor, Richard Knigin) 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 members (Jorge L Trujillo, Ema Milrario, Malfry Taylor, Richard Knigin, Tiombre Kendricks) 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 aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each

time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data will be used to guide instructional decisions and system procedures for all students to:
 adjust the delivery of curriculum and instruction to meet the specific needs of students
 adjust the delivery of behavior management system
 adjust the allocation of school-based resources
 drive decisions regarding targeted professional development
 create student growth trajectories in order to identify and develop interventions
 Managed data will include:

Academic
 FAIR assessment
 Interim assessments
 State/Local Math and Science assessments
 FCAT
 Student grades
 School site specific assessments
 Edusoft data
 Progress Monitoring
 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
 Referrals to special education programs

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

The school will participate in the MTSS district professional development which consists of;
 1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
 2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
 3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
 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: Weekend Program

Minutes added to school year: 9,360

After School Program: Students to participate in this volunteer basis strategy to help with completing homework and providing small group tutoring in Reading, Math, and Science. (7200 mins.)

Saturday Academy: Students to participate in this strategy will be selected based on their FCAT scores in Reading, Math and Science as well as Interim Assessment Data. Any students performing below grade level will be targeted for additional participation and intervention during Saturday classes. (2160 mins.)

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Students will be given a pre-test at the beginning of the Saturday sessions and will be monitor by topic assessments by the school principal, the Reading and Math Lead teachers in order to ensure that strategies used are being effective.

Who is responsible for monitoring implementation of this strategy?

School Principal, the Reading and Math Lead teachers

Literacy Leadership Team (LLT)

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

Name	Title
Jorge L. Trujillo	Principal
Malfry Taylor	Testing Chair/Reading Leader
Mary Williams	Reading Teacher 6th
Emmerson Philippe	Reading Teacher 7th
Lazaro Gomez	Reading Teacher 8th
Poliana Guimaraes Leake	Language Arts Teacher 8th
Luz Colorado	Language Arts Teacher 6th
Mario Lacerda	Language Arts Teacher (6-8)
Jesus Huarotte	Mathematics Lead Teacher
Alfred Milne	Mathematics Teacher
Charles Purcell	Social Science Chair
Juan Collado	ESE Coordinator
ESOL Coordinator/ Teacher	Loyda López/ Tamara Cairo
Richard Knigin	Science Teacher; Gifted Chair

How the school-based LLT functions

The LLT will meet at least once a month to hold data chats and to discuss student progress in order to create the capacity of reading knowledge within the school building and focus on areas of literacy concern across the school; build a learning community of committed, school-based professionals; study scientifically based reading research; develop a school-based literacy plan of action; supply research-based professional development; build a learning community that includes all stakeholders; motivate students to become life-long readers. The LLT meets monthly.

Major initiatives of the LLT

Given the fact that a high percentage of our school's student population is performing at very low levels in reading, the major initiative of the LLT this year is to connect with teachers in order to address the areas of need in the different core subject areas and electives. The LLT will monitor student progress by reviewing interim assessment data and providing feedback to the rest of the instructional staff in order to guide them in the planning of lessons and class preparations.

Every Teacher Contributes to Reading Instruction

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

The School Administration will promote, guide and ensure that each teacher is responsible for infusing reading into their subject area. Students will be encouraged to read aloud and interpret passages read in their respective classes. Teachers will attend workshops and Professional Development that focuses on the topic. The Reading Leader will provide teachers with best practices and will model lessons in classrooms; teachers will work together to analyze and review data while sharing ideas and strategies.

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

During the 2013-2014 school year, ASPIRA Eugenio Maria de Hostos is interested in preparing students for college and career readiness. By providing student surveys in order to better address the needs and interests of our students population and to build workshops and presentations which will motivate students to prepare themselves for future careers.

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

ASPIRA Eugenio M. de Hostos makes a student's course of study personally meaningful by having students complete interest and career inventories, holding individual data chats about their academic achievement, and offering a diverse program consisting of regular, honors, and advanced classes as well as interest and extracurricular activities through our after-school program.

Strategies for improving student readiness for the public postsecondary level

Our School will include group and project-based learning in all areas of instruction to help foster higher level thinking and organizational skills for success in post-secondary education. A college and career week will be held to help students familiarize themselves with the requirements of each field. In addition, a college and career mentoring is provided in partnership with Miami Dade College Students (Wolfson Campus) who will visit the school once a week to work with selected 8th grade students in order to help them make informed decisions about their careers and their future.

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	53%	35%	No	58%
American Indian				
Asian				
Black/African American	49%	35%	No	54%
Hispanic	57%	35%	No	61%
White				
English language learners	45%	22%	No	51%
Students with disabilities	28%	5%	No	35%
Economically disadvantaged	53%	35%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	25%	30%
Students scoring at or above Achievement Level 4	46	9%	11%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)		53%	58%

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)	60	66%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	33%	40%

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	64	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	39%	No	63%
American Indian				
Asian				
Black/African American	58%	33%	No	62%
Hispanic	59%	43%	No	63%
White				
English language learners	54%	29%	No	59%
Students with disabilities	38%	10%	No	44%
Economically disadvantaged	59%	39%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	22%	26%
Students scoring at or above Achievement Level 4	72	15%	17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		49%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		50%	55%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	46%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	18%	23%
Students scoring at or above Achievement Level 4	14	10%	12%

Florida Alternate Assessment (FAA)

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

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)	4		4
Participation in STEM-related experiences provided for students	191	40%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	66	13%	12%
Students who fail a mathematics course	41	8%	7%
Students who fail an English Language Arts course	8	2%	1%
Students who fail two or more courses in any subject	11	2%	1%
Students who receive two or more behavior referrals	36	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	26	5%	4%

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

ASPIRA Eugenio M. de Hotos is a Title 1 school and will be completing the Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parents involved in school activities such as Parent/Teacher nights in order to impact the academic achievement of students.	125	26%	31%
		%	%

Goals Summary

- G1.** On the 2013 Reading FCAT 2.0 student proficiency (level 3 and higher) was 35%. For the 2014 Reading FCAT 2.0 our goal is to increase student proficiency to 58% indicated by an increase of 23 percentage points.
- G2.** On the 2013 Writing FCAT 2.0 student proficiency was 46%. For the 2014 Writing FCAT 2.0 our goal is to increase student proficiency to 51% indicated by an increase of 5 percentage points.
- G3.** On the 2013 Mathematics FCAT 2.0 student proficiency was 39%. For the 2014 Mathematics FCAT 2.0 our goal is to increase student proficiency to 63%;Indicating and increase of 24 percentage points.
- G4.** On the 2013 our student participation on the Algebra I EOC was 100%. For the 2014 Algebra I EOC our goal is to maintain student participation on 100%.
- G5.** On the 2013 our student proficiency on the Algebra I EOC was 50%. For the 2014 Algebra I EOC our goal is to increase student proficiency to 58%; indicated by an increase of 5 percentage points.
- G6.** On the 2013 Science FCAT 2.0 student proficiency was 18%. For the 2014 Science FCAT 2.0 or goal is to increase student proficiency to 23% indicating an increase of 5% points.
- G7.** The school will increase the number of STEM-related experiences offered.
- G8.** CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.
- G9.** On the 2013 Seventh Grade Civics Baseline test, student proficiency was at 0%. Our goal for the 2014 Civics EOC is to increase to 25%. Indicating an increase of 25 percentage points.

Goals Detail

G1. On the 2013 Reading FCAT 2.0 student proficiency (level 3 and higher) was 35%. For the 2014 Reading FCAT 2.0 our goal is to increase student proficiency to 58% indicated by an increase of 23 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Highly Qualified Teachers, District Approved Curriculum, Technology.

Targeted Barriers to Achieving the Goal

- The percentage of students performing at Level 4 and above in 2013 FCAT 2.0 was 9%, the target for 2014 is 11%. Students in this category lack the ability to use higher critical thinking skills needed to interpret and organize information across texts.
- The percentage of students performing at Level 3 in 2013 FCAT 2.0 was 25%, the target for 2014 is 30%. Students lack the ability to use critical thinking strategies needed to interpret and organize information across texts. Students inability of deconstructing information, synthesizing, creating and applying information across different contexts.
- The percentage of students in the lowest 25% making learning gains in the 2013 FCAT 2.0 was 53%, the target for 2014 is 58%. Students in this category have deficiency in vocabulary and comprehension of reading materials. Also, Teachers were not using reading strategies in their lessons to ensure students maintain their reading proficiency levels.
- The percentage of ELL Students passing the 2013 CELLA in LISTENING AND SPEAKING was 66%; the target for 2014 is 69%. Students are deficient in using context clues to determine the meanings of unfamiliar words. Students have limited opportunities to practice academic English outside the classroom, since they come from non English speaking homes.
- The percentage of ELL Students passing the 2013 CELLA in READING was 27%, the target for 2014 is 34%: ELL Students have limited opportunities to read in English outside the classroom. Students tend to be fearful and do not want to read in the English language.
- The percentage of ELL Students passing the CELLA in WRITING was 33%, the target for 2014 is: 40%: Students have limited opportunities to write academic English outside the classroom.
- The Black, Hispanics and ED student subgroups performance on the 2013 FCAT 2.0 was 35%, the target for 2014 is 54% for black students, 61% for Hispanic students, and 58% for ED students. The noted deficiencies are in reading application due to lack of exposure and practice to diverse reading material to identify implied main idea and author's purpose.
- The SWD students performance on the Reading 2013 FCAT 2.0 was 5%, the target for 2014 is 35%. The deficiencies in this category have to do with reading application. The barrier is due to lack of exposure and practice to diverse reading material to identify implied main idea and author's purpose.

Plan to Monitor Progress Toward the Goal

Will be responsible for collecting, charting and preparing data to determine the effectiveness of the strategies being used. In the case the results are not met, the strategies used will be revisited to make sure they are being used properly; also, they might be changed and/or enhanced in order to produce better results.

Person or Persons Responsible

School's Literacy Team (LLT)

Target Dates or Schedule:

On going; every nine weeks.

Evidence of Completion:

In addition to each teacher's developed assessments, our school will utilize on-going District Assessments in Reading as well as teacher created evaluations will be used to determine effectiveness. The testing chair will be in charge of distributing assessment results to teachers in a timely manner to be discussed and used for targeted instruction.

G2. On the 2013 Writing FCAT 2.0 student proficiency was 46%. For the 2014 Writing FCAT 2.0 our goal is to increase student proficiency to 51% indicated by an increase of 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Highly Qualified Language Arts and Other Subject Area Teachers

Targeted Barriers to Achieving the Goal

- 1-Interest/ relevant factors: Interest in a topic, or its perceived relevance, is the predominant factor that the students attribute to engagement with writing tasks. Sometimes the topics given in the district or state tests are completely irrelevant to the students' interests; consequently their motivation to write about the topic is really low. When topics are given according to their interests results are much better.
- 2-Knowledge or skill factors. Students arrive to 8th grade with very limited knowledge about the writing process. They receive a great amount of information regarding grammar or syntax, but they are not given during sixth or seventh grades the necessary instruction on how to put all this knowledge together in the writing process.

Plan to Monitor Progress Toward the Goal

Students will be tested on essay writing.

Person or Persons Responsible

Administration /LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students work demonstrate improvement in writing process

G3. On the 2013 Mathematics FCAT 2.0 student proficiency was 39%. For the 2014 Mathematics FCAT 2.0 our goal is to increase student proficiency to 63%;Indicating and increase of 24 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Highly Qualified Math Teachers, District Approved Curriculum, Technology such as video/image projectors and Computers.

Targeted Barriers to Achieving the Goal

- The percentage of Black, Hispanic and Economically Disadvantaged (ED) performing proficiently on the Mathematics FCAT 2.0 was 33% for blacks, 43% for Hispanics, and 39% for ED. The target for 2014 is 62% for black students, 63% for Hispanic Students and 63% for ED students. The barriers for this subgroups are common: All student subgroups lack basic mathematics skills in math as they relate to each benchmark and difficulty making applications with the real world.
- The percentage of students in the lowest 25% making learning gains on the 2013 Mathematics FCAT 2.0 was 50%. The target for 2014 is 55%. The main problem for students in the lowest 25% lack the fundamentals of math such as adding, subtracting, multiplying, dividing.
- The percentage of ELL student performance on the 2013 Mathematics FCAT 2.0 was 29%. The target for 2014 is 59%. The main barrier for this subgroup in the lack of understanding of terminology in the English Language paired with lack of understanding basic math skills to perform at grade level.
- The percentage of SWD students performing proficiently on the 2013 FCAT 2.0 was 10%. The target for 2014 is 44%. Students in this subgroup lack basic mathematics skills in math as they relate to each benchmark and difficulty making applications with the real world.

Plan to Monitor Progress Toward the Goal

Classroom Observation; Lesson Plans;

Person or Persons Responsible

Principal, Mathematics Team

Target Dates or Schedule:

Ongoing, Bi-Weekly, Monthly; Quarterly (every 9 weeks)

Evidence of Completion:

Students are engaged and teachers are putting strategies into practice; Increased student achievement as shown by Interim Assessment Results.

G4. On the 2013 our student participation on the Algebra I EOC was 100%. For the 2014 Algebra I EOC our goal is to maintain student participation on 100%.

Targets Supported

Resources Available to Support the Goal

- Subject Area Highly Qualified Teachers, District Approved Curriculum, Technology (Promethean Board)

Targeted Barriers to Achieving the Goal

- Qualifying students may not be detected and schedule to the appropriate courses.

Plan to Monitor Progress Toward the Goal

Making sure that all qualifying students are effectively assigned to appropriate courses.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Beginning of School year; on going as new students come to the school.

Evidence of Completion:

Student schedule shows that required courses have been properly assigned.

G5. On the 2013 our student proficiency on the Algebra I EOC was 50%. For the 2014 Algebra I EOC our goal is to increase student proficiency to 58%; indicated by an increase of 5 percentage points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Highly Qualified Algebra teachers, District Approved Curriculum, Access to Technology (Whiteboard/Promethean Board), and Computers.

Targeted Barriers to Achieving the Goal

- Students do not have and/or do not consistently apply the basic pre-algebra skills to problem solving, and either forget or fail to complete steps.

Plan to Monitor Progress Toward the Goal

Data from Interim District Assessments will be gather, analyzed and evaluated for mastery. Math team will sustain data chats to determine that/if progress is being made.

Person or Persons Responsible

School Administrator (s), Algebra I Teachers

Target Dates or Schedule:

Monthly, Quarterly (every 9 weeks)

Evidence of Completion:

Students are making progress as evidence by results of teacher assessments as well as District Interim Assessments.

G6. On the 2013 Science FCAT 2.0 student proficiency was 18%. For the 2014 Science FCAT 2.0 or goal is to increase student proficiency to 23% indicating an increase of 5% points.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Highly Qualified Science Teachers; District Approved Science Curriculum, Lab Supplies

Targeted Barriers to Achieving the Goal

- Students lack of understanding of Scientific Thinking with a lack of connection/relevance to their daily lives.

Plan to Monitor Progress Toward the Goal

Hold data chats with Science teachers to ensure that strategies are being implemented.

Person or Persons Responsible

Principal, Testing Chair, Science Team

Target Dates or Schedule:

Monthly Meetings

Evidence of Completion:

By observing teachers, there's evidence that strategies are being used and students formative assessment demonstrate understanding of skills being taught.

G7. The school will increase the number of STEM-related experiences offered.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Teachers interested in increasing the number of STEM-related experiences at all grade levels. , A Faculty with the knowledge and skills to increase student achievement., State-approved instructional materials., District support through Charter School coaches.

Targeted Barriers to Achieving the Goal

- Lack of technology in the classrooms.

Plan to Monitor Progress Toward the Goal

Professional development will be offered to educate the faculty on the use of STEM to further higher order thinking.

Person or Persons Responsible

Administration and Science Department Head

Target Dates or Schedule:

Ongoing.

Evidence of Completion:

Teachers show familiarity with the STEM activities as demonstrated through lesson plans and classroom observations.

G8. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- Highly Qualified Teachers, District Approved Curriculum, Technology

Targeted Barriers to Achieving the Goal

- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12 And/Or the CCSS College and Career Readiness anchor Standards for Writing

Plan to Monitor Progress Toward the Goal

Ensure that teachers attend and/or participate in CTE courses

Person or Persons Responsible

Administrations

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Registration and certificate of Completion is presented to administration for record-keeping.

G9. On the 2013 Seventh Grade Civics Baseline test, student proficiency was at 0%. Our goal for the 2014 Civics EOC is to increase to 25%. Indicating an increase of 25 percentage points.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Highly Qualified Teachers, Online Assessments, FCAT Explorer, Reading Plus.com, Online Interactive US History and Civics Textbooks, Glencoe Online Activities

Targeted Barriers to Achieving the Goal

- Students lack a clear understanding and interest in the topic of Civics and how it is relevant to their lives.

Plan to Monitor Progress Toward the Goal

Teacher Observations/ Lesson Plans

Person or Persons Responsible

Principal, Social Studies Team

Target Dates or Schedule:

Monthly/ Quarterly

Evidence of Completion:

Strategies are being used in class.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT 2.0 student proficiency (level 3 and higher) was 35%. For the 2014 Reading FCAT 2.0 our goal is to increase student proficiency to 58% indicated by an increase of 23 percentage points.

G1.B1 The percentage of students performing at Level 4 and above in 2013 FCAT 2.0 was 9%, the target for 2014 is 11%. Students in this category lack the ability to use higher critical thinking skills needed to interpret and organize information across texts.

G1.B1.S1 Provide enrichment activities to enhance and maintain performance.

Action Step 1

Review individual professional development

Person or Persons Responsible

Department Chairs and Administration

Target Dates or Schedule

Sept. 30 for completion of plan. Midyear for review of plan. End-of-Year to determine if goal was met.

Evidence of Completion

Increased student achievement

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, interim assessments.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments-McDougal Littell; Literature Series, Quizzes/Tests and Interim Assessments.

G1.B2 The percentage of students performing at Level 3 in 2013 FCAT 2.0 was 25%, the target for 2014 is 30%. Students lack the ability to use critical thinking strategies needed to interpret and organize information across texts. Students inability of deconstructing information, synthesizing, creating and applying information across different contexts.

G1.B2.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Content Areas: • Main Idea (stated or implied) • Summary Statement • Relevant Details • Conclusions/Inferences • Predictions • Author's Purpose (within/across texts) • Author's Perspective or Point of View (within/across texts) • Author's Bias (within/across texts) • Compare (similarities within/across texts) • Contrast (differences within/across texts) • Cause and Effect • Text structures/Organizational Patterns (comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description) Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

On-going common planning sessions have been instituted for Language Arts and Reading Teachers to ensure that the curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Person or Persons Responsible

School Principal, Lang. Arts/ Reading Lead Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations, Lesson Plans

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

Strategies are being used by Lang. Arts and Reading Teachers

Person or Persons Responsible

School Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

On going classroom observations, lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Effectiveness will be determine by student performance on formative assessments: teacher created and District interim assessments.

Person or Persons Responsible

Teachers, Testing Chair, Principal

Target Dates or Schedule

Bi-Weekly (teacher); every nine weeks (interim)

Evidence of Completion

Evidence that students have been tested and data recorded.

G1.B3 The percentage of students in the lowest 25% making learning gains in the 2013 FCAT 2.0 was 53%, the target for 2014 is 58%. Students in this category have deficiency in vocabulary and comprehension of reading materials. Also, Teachers were not using reading strategies in their lessons to ensure students maintain their reading proficiency levels.

G1.B3.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Content Areas: • Main Idea (stated or implied) • Summary Statement • Relevant Details • Conclusions/Inferences • Predictions • Author's Purpose (within/across texts) • Author's Perspective or Point of View (within/across texts) • Author's Bias (within/across texts) • Compare (similarities within/across texts) • Contrast (differences within/across texts) • Cause and Effect • Text structures/Organizational Patterns (comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description) Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Ensure that strategies selected are being implemented and that students are improving

Person or Persons Responsible

Department Chair/ Administration

Target Dates or Schedule

Bi-Weekly Meetings with LA/Reading/Social Science Teachers

Evidence of Completion

Lesson Plans, Student's work

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

On-going common planning sessions have been instituted for Language Arts and Reading Teachers to ensure that the curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Person or Persons Responsible

School LLT

Target Dates or Schedule

Weekly, Bi-Weekly Meetings

Evidence of Completion

Bi-Weekly Lesson Plans/ Classroom Observation Visits.

Plan to Monitor Effectiveness of G1.B3.S1

Collecting, charting and preparing data to determine the effectiveness of the strategies being used. In the case the results are not met, the strategies used will be revisited to make sure they are being used properly; also, they might be changed and/or enhanced in order to produce better results.

Person or Persons Responsible

The Lead teachers of Language Arts and Reading; Test Chair; Principal

Target Dates or Schedule

Every nine-weeks Interim Assessments.

Evidence of Completion

Testing data reports, charts are produced and distributed to teachers for subject area analysis.

G1.B4 The percentage of ELL Students passing the 2013 CELLA in LISTENING AND SPEAKING was 66%; the target for 2014 is 69%. Students are deficient in using context clues to determine the meanings of unfamiliar words. Students have limited opportunities to practice academic English outside the classroom, since they come from non English speaking homes.

G1.B4.S1 LEA (Language Experience Approach) Modeling Teacher Lead Groups Total Physical Response (TPR) Use Illustrations/Diagrams Use Simple, Direct Language Use Substitution, Expansion, Paraphrase, and Repetition. Brainstorming Cooperative Learning (Group Reports/Projects) Panel Discussions/Debates Provide Meaningful Language Practice Repetition Role-play Teacher-Led Groups Teacher/Student/Modeling Think Aloud

Action Step 1

Ensure that strategies are being implemented by ESOL teachers and that all subject area teachers are using differentiated instruction with ESOL students

Person or Persons Responsible

Administrator, ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans; Classroom Observations, Interim Assessment Data

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

Ensure that recommended strategies are being implemented by ESOL Teachers and all subject area teachers.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Ongoing, Bi-Weekly discussions in Language Arts/Reading Team Meetings

Evidence of Completion

Teachers present strategies and relate success stories. Lesson plans show strategies are being used. Administrative Classroom Observations.

Plan to Monitor Effectiveness of G1.B4.S1

Ensure that strategies are being effective that ELL students are improving performance

Person or Persons Responsible

Administration, Individual Teachers

Target Dates or Schedule

Ongoing, Every nine weeks

Evidence of Completion

Teacher developed assessments show students are improving; Interim Assessment Data demonstrates students increase performance.

G1.B5 The percentage of ELL Students passing the 2013 CELLA in READING was 27%, the target for 2014 is 34%: ELL Students have limited opportunities to read in English outside the classroom. Students tend to be fearful and do not want to read in the English language.

G1.B5.S1 Activate Prior Knowledge Picture Walk Prediction K-W-L (Know/Wants to Know/Learned) Question-Answer-Relationship (QAR) Use Task Cards Teacher Made Questions Vary the complexity of assignment (Differentiated Instruction (DI)) Read Aloud (RA) Choral Reading Jump In Reading Reader's Theater Cooperative Learning Chunking Explain Key Concepts Focus on Key Vocabulary Vocabulary with Context Clues Vocabulary Improvement Strategy (VIS) Use Multiple Meaning Words Interactive Word Walls Use Of Cognates Word Banks/Vocabulary Notebooks Decoding/Phonics/Spelling Unscramble: Sentences/Words Graphic Organizers Semantic Mapping Timelines Praise-Question-Polish (PQP) Visualization Reciprocal Teaching Context Clues Verbal Clues/Pictures Schema Stories Captioning Venn Diagrams Story Maps Structural Analysis Reading for a Specific Purpose Pantomimes/ Dramatization Interview Retelling Think/Pair/Share Dictation Cloze Procedures Graphic Representations Student Self Assessment Flexible Grouping Observation/Anecdotal Portfolios Wordless/Picture Books Highlighting Text Note-Taking/ Outline Notes Survey/Question/Read/Recite/Review (SQ3R) Summarizing Buddy/Partner Reading Collaborative Groups Pacing of Lessons Exit Slips Sustained Silent Reading (SSR)

Action Step 1

Ensure that strategies are being implemented by ESOL teachers

Person or Persons Responsible

Administration, ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans, Classroom Observations, Interim Assessment Data

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

Ensure that recommended strategies are being implemented by ESOL teachers

Person or Persons Responsible

Administrator, LLT

Target Dates or Schedule

Ongoing, Bi-Weekly discussions in Language Arts/Reading Team Meetings

Evidence of Completion

Teachers present strategies being used and relate success stories, Lesson plans show strategies are being used. Administrative Classroom Observations

Plan to Monitor Effectiveness of G1.B5.S1

Ensure that the strategies used are being effective, that students are increasing performance

Person or Persons Responsible

Administrations, Individual Teachers

Target Dates or Schedule

Ongoing, every nine weeks

Evidence of Completion

Teacher developed assessments show student improvement; Interim assessment data demonstrate students increase performance.

G1.B6 The percentage of ELL Students passing the CELLA in WRITING was 33%, the target for 2014 is: 40%: Students have limited opportunities to write academic English outside the classroom.

G1.B6.S1 Dialogue Journals Graphics Organizers Illustrating and labeling Letter Writing Personal Journals Process Writing Reading Response Journal/Log Rubrics Writing Prompts Spelling Strategies Summarizing Writing Prompts Writing Sample

Action Step 1

Ensure strategies are being successfully implemented by ESOL Teachers

Person or Persons Responsible

Administration, ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans; Classroom Observations, Interim Assessment Data

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

Ensure that recommended are being used by ESOL teachers and other subject area teachers as applicable.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Ongoing, Bi-Weekly discussions in Language Arts/Reading Team Strategies

Evidence of Completion

Teachers present strategies being used and relate success stories, Lesson plans show strategies are being used, Administrative Classroom Observations.

Plan to Monitor Effectiveness of G1.B6.S1

Ensure that strategies are being effective and that students are improving performance

Person or Persons Responsible

Administration, Individual Teachers

Target Dates or Schedule

Ongoing, every nine weeks

Evidence of Completion

Teacher developed assessments show student improvement, interim assessment data demonstrates students increase performance.

G1.B7 The Black, Hispanics and ED student subgroups performance on the 2013 FCAT 2.0 was 35%, the target for 2014 is 54% for black students, 61% for Hispanic students, and 58% for ED students. The noted deficiencies are in reading application due to lack of exposure and practice to diverse reading material to identify implied main idea and author's purpose.

G1.B7.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Content Areas: • Main Idea (stated or implied) • Summary Statement • Relevant Details • Conclusions/Inferences • Predictions • Author's Purpose (within/across texts) • Author's Perspective or Point of View (within/across texts) • Author's Bias (within/across texts) • Compare (similarities within/across texts) • Contrast (differences within/across texts) • Cause and Effect • Text structures/Organizational Patterns (comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description) Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Ensure that intervention strategies are being used in the classrooms by the lesson plan evidence,

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Classroom observations, Students work, Assessment Data

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

Determine that strategies are being used

Person or Persons Responsible

Administration, Lead Reading Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, teacher observation, student assessment data.

Plan to Monitor Effectiveness of G1.B7.S1

Analysis on student assessment data demonstrate increase in performance

Person or Persons Responsible

Administration, LLT and individual teachers

Target Dates or Schedule

Ongoing during teacher generated assessments and every nine weeks during interim assessments.

Evidence of Completion

Data demonstrate use of strategies.

G1.B8 The SWD students performance on the Reading 2013 FCAT 2.0 was 5%, the target for 2014 is 35%. The deficiencies in this category have to do with reading application. The barrier is due to lack of exposure and practice to diverse reading material to identify implied main idea and author's purpose.

G1.B8.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Content Areas: • Main Idea (stated or implied) • Summary Statement • Relevant Details • Conclusions/Inferences • Predictions • Author's Purpose (within/across texts) • Author's Perspective or Point of View (within/across texts) • Author's Bias (within/across texts) • Compare (similarities within/across texts) • Contrast (differences within/across texts) • Cause and Effect • Text structures/Organizational Patterns (comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description) Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must 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. Useful instructional strategies include: • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Ensure that strategies are being implemented, that students are improving

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson plans, Classroom Observations, Interim Assessment Data

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

Ensure that recommended strategies are being implemented by teachers

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Ongoing, Bi-Weekly discussions in Language Arts/ Reading Team Meetings

Evidence of Completion

Teachers share how strategies are being used in the classroom; relate success stories with SWD students and best practices with other teachers.

Plan to Monitor Effectiveness of G1.B8.S1

Verify that strategies being used are being effective; that students are improving performance.

Person or Persons Responsible

Administration, Individual teachers

Target Dates or Schedule

Ongoing, every nine weeks

Evidence of Completion

Teacher-developed assessments show student improvement. Interim Assessment data demonstrates students increase performance.

G2. On the 2013 Writing FCAT 2.0 student proficiency was 46%. For the 2014 Writing FCAT 2.0 our goal is to increase student proficiency to 51% indicated by an increase of 5 percentage points.

G2.B1 1-Interest/ relevant factors: Interest in a topic, or its perceived relevance, is the predominant factor that the students attribute to engagement with writing tasks. Sometimes the topics given in the district or state tests are completely irrelevant to the students' interests; consequently their motivation to write about the topic is really low. When topics are given according to their interests results are much better.

G2.B1.S1 These Strategies apply to 6th, 7th and 8th Grade Students: Students will Pre-write by: LA.6/7/8.3.1.1- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests; LA.6/7/8.3.1.2 – making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and LA.6/7/8.3.1.3 – using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map). Actions Steps: • Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. Strategy(ies): Students will draft writing by: LA.6/7/8.3.2.1 – developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience; LA.6/7/8.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and LA.6/7/8.3.2.3 - analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices. Action Steps: • Develop a prewriting plan to develop the main idea(s) and supporting details. • Assist students to organize their ideas into a logical sequence. • Model effective writing for students. • Use mentor text and anchor papers as springboards for effective writing. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Provide a concluding statement or section that follows from the supports the argument presented. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from a supports the information or explanation presented. Strategy(ies): The Students will Revise: LA.6/7/8.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; LA.6/7/8.3.3.2- creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending); LA.6/7/8.3.3.3- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and LA.6/7/8.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Action Step 1

Monitor implementation of strategies

Person or Persons Responsible

Administrator/LLT

Target Dates or Schedule

Bi-Weekly during LA/Reading Team Meeting

Evidence of Completion

Students work shows strategies are being implemented

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

Monitor implementation of Strategies in all grade levels

Person or Persons Responsible

Administrator

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans and Students work show evidence of implementation.

Plan to Monitor Effectiveness of G2.B1.S1

Review of Test Results

Person or Persons Responsible

Administration/ LLT

Target Dates or Schedule

Every Nine Weeks

Evidence of Completion

Students demonstrate improvement in the practice writing tests.

G2.B2 2-Knowledge or skill factors. Students arrive to 8th grade with very limited knowledge about the writing process. They receive a great amount of information regarding grammar or syntax, but they are not given during sixth or seventh grades the necessary instruction on how to put all this knowledge together in the writing process.

G2.B2.S1 • Ask students to revise for clarity of content, organization, and word choice. • Incorporate a selection of sentence variety and sentence combining activities. • Use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. • Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest. Strategy (ies): The students will edit for correct of use: LA.6/7/8.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary; LA.6/7/8.3.4.2 - capitalization, including major words in titles of books, plays, movies, and television programs; LA.6/7/8.3.4.3 - punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources; LA.6/7/8.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and LA.6/7/8.3.4.5 - consistency in verb tense in simple, compound, and complex sentences. Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • With students, review word choice, and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. • Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. • Establish and maintain a formal style. Providing a concluding statement or section that follows from the supports the argument presented.

Action Step 1

Implementation of writing strategies

Person or Persons Responsible

Language Arts Teachers (all grade levels)

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans/ Students Work

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

Classroom Visits/ Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans and students work demonstrate that strategies are being implemented

Plan to Monitor Effectiveness of G2.B2.S1

Review of tests results

Person or Persons Responsible

Administration, Language Arts and Reading Teachers

Target Dates or Schedule

Quarterly (Monthly)/ Quarterly

Evidence of Completion

Test results indicate that strategies taught are being effective.

G3. On the 2013 Mathematics FCAT 2.0 student proficiency was 39%. For the 2014 Mathematics FCAT 2.0 our goal is to increase student proficiency to 63%;Indicating and increase of 24 percentage points.

G3.B1 The percentage of Black, Hispanic and Economically Disadvantaged (ED) performing proficiently on the Mathematics FCAT 2.0 was 33% for blacks, 43% for Hispanics, and 39% for ED. The target for 2014 is 62% for black students, 63% for Hispanic Students and 63% for ED students. The barriers for this subgroups are common: All student subgroups lack basic mathematics skills in math as they relate to each benchmark and difficulty making applications with the real world.

G3.B1.S1 The use of Intensive Mathematics education for students performing below grade level. Additional After School and Saturday Academy tutoring.

Action Step 1

Students performing below grade level will be enrolled in mandatory Intensive Math courses. Student schedule shows correct Intensive Courses.

Person or Persons Responsible

Principal, Registrar

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Student schedule shows correct Intensive Courses.

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

Students performing below grade level will be enrolled in mandatory Intensive Math courses.

Person or Persons Responsible

Principal, Registrar

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Student schedule shows correct Intensive Courses.

Plan to Monitor Effectiveness of G3.B1.S1

Students performing below grade level will be enrolled in mandatory Intensive Math courses. Student schedule shows correct Intensive Courses.

Person or Persons Responsible

Principal, Registrar

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Student schedule shows correct Intensive Courses.

G3.B2 The percentage of students in the lowest 25% making learning gains on the 2013 Mathematics FCAT 2.0 was 50%. The target for 2014 is 55%. The main problem for students in the lowest 25% lack the fundamentals of math such as adding, subtracting, multiplying, dividing.

G3.B2.S1 Fractions, ratios, proportional relationships and statistics (6-8) • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics. • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of fractions, ratios, proportional relationships, and statistics as indicated by data reports. • Increase fact fluency of sixth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Data from Interim District Assessments will be gather, analyzed and evaluated for mastery. Math team will sustain data chats to determine that/if progress is being made. Create Lesson plans and actively use curriculum material to teach students.

Person or Persons Responsible

Administration and Math Teachers; Testing Chair

Target Dates or Schedule

Ongoing/ Weekly/Every Nine weeks

Evidence of Completion

Lesson plans include strategies; lesson are taught that include strategies; Interim reports are provided and meetings held to discuss students' performance.

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

Sustain conversations with teachers to ensure that strategies are being used. Conduct classroom observations; review lesson plans.

Person or Persons Responsible

Administration, Math Team (all teachers)

Target Dates or Schedule

Weekly Meetings, quarterly (every 9 weeks)

Evidence of Completion

Lesson plans and classroom observations as well as data obtained from students assessments indicate fidelity to implementation.

Plan to Monitor Effectiveness of G3.B2.S1

Teacher mini-assessments are evaluated as well as data obtained from Interim Assessments will be analyzed.

Person or Persons Responsible

Administration, Math Teachers

Target Dates or Schedule

Weekly, Quarterly (every 9 weeks)

Evidence of Completion

Students performance demonstrated by formative and Interim assessments.

G3.B2.S2 Expressions and Equations (6th Grade) • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of expressions and equations. (and functions for 8th Graders) • Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes. • Provide students with opportunities to use a variety of representations such as tables, graphs and equations to describe linear functions using both common language and algebraic notation. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of expressions and equations as indicated by data reports. Geometry and Measurement (6th) • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. • Provide students with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism. • Use (virtual if possible) manipulatives to explore area and perimeter of two-dimensional figures. National Library of Virtual Manipulatives • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of geometry and measurement as indicated by data reports. • Increase fact fluency of sixth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Data from Interim District Assessments will be gather, analyzed and evaluated for mastery. Math team will sustain data chats to determine that/if progress is being made. Create Lesson plans and actively use curriculum material to teach students.

Person or Persons Responsible

Administration and Math Teachers; Testing Chair

Target Dates or Schedule

Ongoing, Weekly, Every Nine Weeks

Evidence of Completion

Lesson plans include strategies; lesson are taught that include strategies; Interim reports are provided and meetings held to discuss students' performance.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Sustain conversations with teachers to ensure that strategies are being used. Conduct classroom observations; review lesson plans.

Person or Persons Responsible

Administration, Math Teachers Team

Target Dates or Schedule

Weekly, Bi-Weekly, Every nine weeks after interim assessments

Evidence of Completion

Lesson plans and classroom observations as well as data obtained from students assessments indicate fidelity to implementation.

Plan to Monitor Effectiveness of G3.B2.S2

Students Interim Assessments

Person or Persons Responsible

Administration, Testing Chair, Department chair, Math Teacher

Target Dates or Schedule

Every Nine Weeks

Evidence of Completion

Students show improvement on the Interim Assessment Administration when compared to baseline Assessment data.

G3.B2.S3 Geometry and Measurement (7th) • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems. • Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

Action Step 1

Data from Interim District Assessments will be gathered, analyzed and evaluated for mastery. Math team will sustain data chats to determine that/if progress is being made. Create Lesson plans and actively use curriculum material to teach students.

Person or Persons Responsible

Administration and Math Teachers; Testing Chair

Target Dates or Schedule

Ongoing, Weekly, Every nine weeks

Evidence of Completion

Lesson plans include strategies; lessons are taught that include strategies; Interim reports are provided and meetings held to discuss students' performance.

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Sustain ongoing conversations with teachers to ensure that strategies are being used. Conduct classroom observations; review lesson plans.

Person or Persons Responsible

Administration, Math Lead Teacher, Math Team (all teachers)

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom observations by administration as well as data obtained from students assessments indicate fidelity to implementation.

Plan to Monitor Effectiveness of G3.B2.S3

Sustain conversations with teachers to ensure that strategies are being used. Conduct classroom observations; review lesson plans.

Person or Persons Responsible

Administrations, Math teachers Team

Target Dates or Schedule

Weekly, Bi-weekly, every nine weeks after interim assessment results

Evidence of Completion

Lesson plans and classroom observations as well as data obtained from students assessments indicate effectiveness of implementation.

G3.B2.S4 Expressions and Equations (8th Grade) • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of expressions, equations, and functions. • Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems. • Provide students with opportunities to perform one-step operations on real numbers, including, but not limited to, radical expressions and absolute values. • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of expressions, equations, and functions as indicated by data reports.

Action Step 1

Data from Interim District Assessments will be gather, analyzed and evaluated for mastery. Math team will sustain data chats to determine that/if progress is being made. Create Lesson plans and actively use curriculum material to teach students.

Person or Persons Responsible

Administration and Math Teachers; Testing Chair

Target Dates or Schedule

Ongoing, Weekly, every nine weeks

Evidence of Completion

Lesson plans include strategies; lesson are taught that include strategies; Interim reports are provided and meetings held to discuss students' performance.

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Sustain conversations with teachers to ensure that strategies are being used. Conduct classroom observations; review lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom observations as well as data obtained from students assessments indicate fidelity to implementation.

Plan to Monitor Effectiveness of G3.B2.S4

Review of test results by teachers and interim assessments

Person or Persons Responsible

Administrator, Math Team

Target Dates or Schedule

Every nine weeks after Interim Assessments results

Evidence of Completion

Lesson plans and classroom observations as well as data obtained from students assessments indicate fidelity to implementation

G3.B3 The percentage of ELL student performance on the 2013 Mathematics FCAT 2.0 was 29%. The target for 2014 is 59%. The main barrier for this subgroup is the lack of understanding of terminology in the English Language paired with lack of understanding basic math skills to perform at grade level.

G3.B3.S1 • Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the area expressions and equations in the mathematics classroom. • Develop students' ability to make sense of real world problems involving expressions and equations by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of expressions and equations. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving expressions and equations.

Action Step 1

Math Leader will assist teachers in developing lessons to increase achievement in the listed areas.

Person or Persons Responsible

Principal, Math Leader

Target Dates or Schedule

Ongoing.

Evidence of Completion

Increased student achievement as demonstrated by results of benchmark and interim assessments.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Through classroom walk-throughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing.

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

Plan to Monitor Effectiveness of G3.B3.S1

Through classroom walkthroughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

G3.B4 The percentage of SWD students performing proficiently on the 2013 FCAT 2.0 was 10%. The target for 2014 is 44%. Students in this subgroup lack basic mathematics skills in math as they relate to each benchmark and difficulty making applications with the real world.

G3.B4.S1 Provide opportunities for students to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Provide opportunities for students to: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition • identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems Support mathematical fluency and problem solving skills in the areas of: • multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations

Action Step 1

Ensure strategies are being implemented, data is analyzed and students are improving.

Person or Persons Responsible

Administration, Mathematics Team

Target Dates or Schedule

Ongoing, Bi-Weekly, Every Nine-Weeks

Evidence of Completion

Lesson Plans, teacher participation in bi-weekly department meetings, classroom observations, students increased performance.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Ensure that recommended strategies are being implemented by Mathematics teachers

Person or Persons Responsible

Administrator, Math Lead Teacher

Target Dates or Schedule

Ongoing, Bi-Weekly discussions in Mathematics Department

Evidence of Completion

Teachers present and discuss strategies being used and relate success stories. Lesson plans show strategies are being used; Administrative Classroom observations show evidence that math teachers are implementing strategies.

Plan to Monitor Effectiveness of G3.B4.S1

Ensure that the strategies used are being effective, and that students are increasing performance.

Person or Persons Responsible

Administration, Individual teachers.

Target Dates or Schedule

Ongoing, every nine weeks

Evidence of Completion

In addition to teacher-generated assessments, our school will utilize on-going District Assessments in Mathematics to determine effectiveness. Testing Chair will be responsible for distributing assessment data in a timely manner to teachers and administrators in order to discuss and use results for targeting instructions.

G4. On the 2013 our student participation on the Algebra I EOC was 100%. For the 2014 Algebra I EOC our goal is to maintain student participation on 100%.

G4.B1 Qualifying students may not be detected and schedule to the appropriate courses.

G4.B1.S1 Determine qualifying students by looking at previous year FCAT scores in Math of level 3 or higher and schedule them to take required courses of pre-Algebra and Algebra I.

Action Step 1

Schedule appropriate Algebra I courses to qualifying students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Proper course assigned to qualifying students.

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

Proper courses have been assigned

Person or Persons Responsible

Administration, Registrar

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Qualifying students properly assigned.

Plan to Monitor Effectiveness of G4.B1.S1

Students properly scheduled to required courses

Person or Persons Responsible

Administration, Registrar

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Proper Courses assigned to qualifying students schedule.

G5. On the 2013 our student proficiency on the Algebra I EOC was 50%. For the 2014 Algebra I EOC our goal is to increase student proficiency to 58%; indicated by an increase of 5 percentage points.

G5.B1 Students do not have and/or do not consistently apply the basic pre-algebra skills to problem solving, and either forget or fail to complete steps.

G5.B1.S1 Provide opportunities for students to: • Solve algebraic proportions in real-world and mathematical contexts. • Solve real-world problems using quadratic equations. • Perform set operations, such as union and intersection, complement, and cross product. • Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Bi-Weekly meetings, teacher meetings and instruction paired up with ongoing classroom observations will be held to determine successful implementation of strategies.

Person or Persons Responsible

Principal, Algebra I Teachers

Target Dates or Schedule

Bi-Weekly, Monthly

Evidence of Completion

Lesson plans and student participation as observed during classroom visits.

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

Lesson plans will indicate that strategies are being used, classroom visit will be conducted to observe implementation of strategies.

Person or Persons Responsible

Principal, Algebra I teacher(s)

Target Dates or Schedule

Bi-Weekly, Monthly

Evidence of Completion

Lesson plans, teacher observation, Student participation and engagement.

Plan to Monitor Effectiveness of G5.B1.S1

Weekly or bi-weekly teacher made assessments will indicate if strategies are being effective, Quarterly District Interim Assessments will be used to monitor fidelity.

Person or Persons Responsible

Principal (School Administrator/s), Algebra I Teachers, Testing Chair

Target Dates or Schedule

Weekly, Monthly, Quarterly (every 9 weeks)

Evidence of Completion

Teacher developed assessments are given to students, quarterly interim reports are prepared and evaluated for effectiveness of strategies.

G6. On the 2013 Science FCAT 2.0 student proficiency was 18%. For the 2014 Science FCAT 2.0 or goal is to increase student proficiency to 23% indicating an increase of 5% points.

G6.B1 Students lack of understanding of Scientific Thinking with a lack of connection/relevance to their daily lives.

G6.B1.S1 Through team teaching and lesson planning, provide classroom and after-school opportunities for students to incorporate lab investigations and field studies. Utilizing hands-on laboratory experiments using the 5E model, and science stations to provide experiences that help students to develop a systemic way to problem solving. Implement instructional activities through the use of technology in order to develop the student's conceptual understanding of scientific-thinking.

Action Step 1

Review/Verify that lesson plans and conduct classroom Observations to ensure that teachers are following the District's pacing Guide.

Person or Persons Responsible

Principal, Science Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Classroom Observations indicate that strategies are being used.

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

Gather, Summarize and analyze test data to verify student progress.

Person or Persons Responsible

Principal, Testing Chair, Science Team

Target Dates or Schedule

Quarterly (every 9 weeks)

Evidence of Completion

Student Assessment results demonstrate that students are making learning progress.

Plan to Monitor Effectiveness of G6.B1.S1

Lesson plans, Classroom Observations, Students Scores, data chats, are being monitored to find evidence that strategies are being effective.

Person or Persons Responsible

Principal, Testing Chair, Science Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Successful outcome on interim and teacher prepared examinations

G7. The school will increase the number of STEM-related experiences offered.

G7.B1 Lack of technology in the classrooms.

G7.B1.S1 Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

Action Step 1

Professional development will be offered to educate the faculty on the use of STEM to further higher order thinking.

Person or Persons Responsible

The Administration and Science Department Head.

Target Dates or Schedule

When Professional Development courses are available in District's calendar.

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

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

Professional development will be offered to educate the faculty on the use of STEM to further higher order thinking.

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

Ongoing. Check for increase in activities and participation.

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

Plan to Monitor Effectiveness of G7.B1.S1

Professional development will be offered to educate the faculty on the use of STEM to further higher order thinking

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

Ongoing.

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

G8. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G8.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12 And/Or the CCSS College and Career Readiness anchor Standards for Writing

G8.B1.S1 CTE teachers participate in online PD, such as Fla. Assoc. of Career and Technical Education (FACTE) online course “Common Core State Standards 101 for CTE” (offered 2 to 3 times a year.)

Action Step 1

Ensure that teachers are informed and offered courses dealing with CTE and common core in order to implement it.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers are offered information about courses provided and encourage to participate actively.

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

Make sure that teacher are attending to / or taking online courses (PD) dealing with CTE and Common Core.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers are registering for courses.

Plan to Monitor Effectiveness of G8.B1.S1

Ensure that courses are used by teachers to implement CTE strategies in the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers implement CTE strategies in Classrooms.

G9. On the 2013 Seventh Grade Civics Baseline test, student proficiency was at 0%. Our goal for the 2014 Civics EOC is to increase to 25%. Indicating an increase of 25 percentage points.

G9.B1 Students lack a clear understanding and interest in the topic of Civics and how it is relevant to their lives.

G9.B1.S1 Use real-world documents such as brochures, fliers, newspapers, websites, and how-to articles to locate, interpret and organize information. Think-Pair-Share. Teachers will use I do, we do, you do approaches to reading lessons. Giving students a variety of opportunities for effective learning. Consistent class use of readingplus.com & fcatexplorer.com to supplement text based learning in the class. During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships

Action Step 1

Teacher Training on Common Core for Social Sciences and CIVICS

Person or Persons Responsible

The Principal, Social Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

In addition to each teacher's developed assessments, our school will utilize on-going District Interim Assessments in Civics that will be used to determine effectiveness. The testing chair will be in charge of distributing assessment results to teachers in a timely manner to be discussed and used for targeted instruction.

Facilitator:

District

Participants:

Social Science/Civics Teachers

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

Ensure that CIVICS teachers are using the proper teaching strategies.

Person or Persons Responsible

The Principal, Social Science Team

Target Dates or Schedule

Monthly Observations/ Quarterly (every nine weeks)

Evidence of Completion

Under the direction of the School Principal working directly with CIVICS Teacher(s) and the Social Sciences instructional Staff to ensure that strategies are being used continually and efficiently in each classroom. Civics Interim Assessment will be used to evaluate the successful use of strategies.

Plan to Monitor Effectiveness of G9.B1.S1

Collect and analyze Interim Civics Assessment data.

Person or Persons Responsible

The Principal, the Social Science Team of Teachers, Testing Chair

Target Dates or Schedule

Quarterly (every 9 weeks)

Evidence of Completion

25% or more students obtaining 'mastery' in Civics Interim Assessments.

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

Title VI, Part B – NA

Title X- Homeless

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

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers

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

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

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

Job Training

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G9. On the 2013 Seventh Grade Civics Baseline test, student proficiency was at 0%. Our goal for the 2014 Civics EOC is to increase to 25%. Indicating an increase of 25 percentage points.

G9.B1 Students lack a clear understanding and interest in the topic of Civics and how it is relevant to their lives.

G9.B1.S1 Use real-world documents such as brochures, fliers, newspapers, websites, and how-to articles to locate, interpret and organize information. Think-Pair-Share. Teachers will use I do, we do, you do approaches to reading lessons. Giving students a variety of opportunities for effective learning. Consistent class use of readingplus.com & fcatexplorer.com to supplement text based learning in the class. During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships

PD Opportunity 1

Teacher Training on Common Core for Social Sciences and CIVICS

Facilitator

District

Participants

Social Science/Civics Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

In addition to each teacher's developed assessments, our school will utilize on-going District Interim Assessments in Civics that will be used to determine effectiveness. The testing chair will be in charge of distributing assessment results to teachers in a timely manner to be discussed and used for targeted instruction.

Appendix 2: Budget to Support School Improvement Goals