



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Sunset Senior High School

13125 SW 72ND ST

Miami, FL 33183

305-385-4255

<http://sunsethigh.dade.k12.fl.us/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 91%

School Grades History

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

Miami Sunset Senior High Schl

Principal

Lucia Cox M

School Advisory Council chair

Michelle Martinez

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

Name	Title
Dr. Lucia Cox	Principal
Melissa Garcia	Assistant Principal
Alina Caballero	Assistant Principal
Leron Cook	Assistant Principal
Raydelin Munoz	Test Chair
Christina Werner	SPED Program Specialist
Monica Cuenca	Guidance Department Chair
Rachel Horowitz	Activities Director
Moises Rivera	Atheletic Director
Gregg Tekerman	School Monitor Specialist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1
 UTD steward – 1
 Teachers – 5
 Parents – 3
 Educational support- 2

Student – 4
BCR- 2

Involvement of the SAC in the development of the SIP

The School Advisory Council at Miami Sunset Senior High meets on an average of once a month and works collaboratively to meet the goals of the School Improvement Plan. The progress made towards each goal is discussed, and the persons responsible for the fidelity and implementation and delivery of the instructional strategies, report results to the School Advisory Council. The School Advisory Council will encourage parent participation. The council will disburse incentive funds as required by state statute and will also listen to community concerns about education.

Activities of the SAC for the upcoming school year

The EESAC at Miami Sunset meets on an average of once a month, and works collaboratively to meet the objectives of the SIP. The progress made towards each goal is discussed, and the persons responsible for the fidelity of the implementation and delivery of the instructional strategies, report results to the EESAC. Financial resources are discussed and proposals are reviewed by the EESAC.

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

\$9520.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lucia Cox M

Principal

Years as Administrator: 16

Years at Current School: 7

Credentials

Varying Ex., Psychology, ESOL, Ed Leadership, School Principal

Performance Record

2013 – B
 Rdg. Proficiency, __%
 Math Proficiency, __%
 Rdg. Lrg. Gains, __ points
 Math Lrg. Gains, __points
 Rdg. Imp. of Lowest 25% -
 __ points
 Math Imp. of Lowest 25% -
 __ points
 Rdg. AMO – __
 Math AMO– __
 2012 – C
 Rdg. Proficiency, 45%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 58points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% - 59 points
 Rdg. AMO –N
 Math AMO– N
 2011- C
 Rdg. Proficiency, 44%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 72points
 Rdg. Imp. of Lowest 25% -
 47 points
 Math Imp. of Lowest 25%-
 60 points
 Rdg. AMO –N
 Math AMO– N
 2010-C
 Rdg. Proficiency, 46%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 77points
 Rdg. Imp. of Lowest 25% -
 53 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –N
 Math AMO– N
 2009-B
 Rdg. Proficiency, 44%
 Math Proficiency, 73%

Rdg. Lrg. Gains, 55 points
Math Lrg. Gains, 75points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25% - 65 points
Rdg. AMO –N
Math AMO– N

Melissa Garcia

Asst Principal

Years as Administrator: 14

Years at Current School: 9

Credentials

Elem Ed, Ed Leadership

2013 – School Grade

Rdg. Proficiency, __%

Math Proficiency, __%

Rdg. Lrg. Gains, __ points

Math Lrg. Gains, __points

Rdg. Imp. of Lowest 25% -
__ pointsMath Imp. of Lowest 25% -
__ points

Rdg. AMO – __

Math AMO– __

2012 – C

Rdg. Proficiency, 45%

Math Proficiency, 52% Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 58points

Rdg. Imp. of Lowest 25% - 64 points

Math Imp. of Lowest 25%- 59 points

Rdg. AMO –N

Math AMO– N

2011- C

Rdg. Proficiency, 44%

Math Proficiency, 75%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 72points

Rdg. Imp. of Lowest 25% - 47 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO –N

Math AMO– N

2010-C

Rdg. Proficiency, 46%

Math Proficiency, 74%

Rdg. Lrg. Gains, 54 points

Math Lrg. Gains, 77points

Rdg. Imp. of Lowest 25% - 53 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –N

Math AMO– N

2009-B

Rdg. Proficiency, 44%

Math Proficiency, 73%

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 75points

Rdg. Imp. of Lowest 25% - 62 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –N

Math AMO– N

Performance Record

Alina Caballero

Asst Principal

Years as Administrator: 12

Years at Current School: 10

Credentials

Math, Esol, Ed Leadership

2013 – School Grade

Rdg. Proficiency, __%

Math Proficiency, __%

Rdg. Lrg. Gains, __ points

Math Lrg. Gains, __points

Rdg. Imp. of Lowest 25% -
__ pointsMath Imp. of Lowest 25% -
__ points

Rdg. AMO –__

Math AMO–__

2012 – C

Rdg. Proficiency, 45%

Math Proficiency, 52%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 58points

Rdg. Imp. of Lowest 25% -64 points

Math Imp. of Lowest 25% - 59 points

Rdg. AMO –N

Math AMO– N

2011- C

Rdg. Proficiency, 44%

Math Proficiency, 75%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 72points

Rdg. Imp. of Lowest 25% - 47 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO –N

Math AMO– N

2010-C

Rdg. Proficiency, 46%

Math Proficiency, 74%

Rdg. Lrg. Gains, 54 points

Math Lrg. Gains, 77points

Rdg. Imp. of Lowest 25% - 53 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –N

Math AMO– N

2009-B

Rdg. Proficiency, 44%

Math Proficiency, 73%

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 75points

Rdg. Imp. of Lowest 25% -62 points

Math Imp. of Lowest 25% - 65 points

Performance Record

Rdg. AMO –N
Math AMO– N

Leron Cook

Asst Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

Driver Ed, Ed Leadership, Technology Education

Performance Record

2013 – School Grade

Rdg. Proficiency, __%

Math Proficiency, __%

Rdg. Lrg. Gains, __ points

Math Lrg. Gains, __points

Rdg. Imp. of Lowest 25% -
__ pointsMath Imp. of Lowest 25% -
__ points

Rdg. AMO –__

Math AMO–__

2012 – C

Rdg. Proficiency, 45%

Math Proficiency, 52% Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 58points

Rdg. Imp. of Lowest 25% - 64 points

Math Imp. of Lowest 25% - 59 points

Rdg. AMO –N

Math AMO– N

2011- C

Rdg. Proficiency, 44%

Math Proficiency, 75%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 72points

Rdg. Imp. of Lowest 25% - 47 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO –N

Math AMO– N

2010-C

Rdg. Proficiency, 46%

Math Proficiency, 74%

Rdg. Lrg. Gains, 54 points

Math Lrg. Gains, 77points

Rdg. Imp. of Lowest 25% - 65points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –N

Math AMO– N

2009-B

Rdg. Proficiency, 44%

Math Proficiency, 73%

Rdg. Lrg. Gains, 30points

Math Lrg. Gains, 75points

Rdg. Imp. of Lowest 25% - 62 points

Math Imp. of Lowest 25% -65 points

Rdg. AMO –N

Math AMO– N

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gladys Martinez

Full-time / District-based

Years as Coach: 8

Years at Current School: 15

Areas

Reading/Literacy

Credentials

Varying Ex, Reading, Specific Learning Disability

Performance Record

2013 – School Grade

Rdg. Proficiency, __%

Math Proficiency, __%

Rdg. Lrg. Gains, __ points

Math Lrg. Gains, __points

Rdg. Imp. of Lowest 25% -
__ pointsMath Imp. of Lowest 25% -
__ points

Rdg. AMO –__

Math AMO–__

2012 – C

Rdg. Proficiency, 45%

Math Proficiency, 52%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 58points

Rdg. Imp. of Lowest 25% -
64 points

Math Imp. of Lowest 25% - 59 points

Rdg. AMO –N

Math AMO– N

2011- C

Rdg. Proficiency, 44%

Math Proficiency, 75%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 72points

Rdg. Imp. of Lowest 25% -
47 pointsMath Imp. of Lowest 25%-
60 points

Rdg. AMO –N

Math AMO– N

2010-C

Rdg. Proficiency, 46%

Math Proficiency, 74%

Rdg. Lrg. Gains, 54 points

Math Lrg. Gains, 77points

Rdg. Imp. of Lowest 25% -
53 pointsMath Imp. of Lowest 25% -
65 points

Rdg. AMO –N

Math AMO– N

2009-B

Rdg. Proficiency, 44%

Math Proficiency, 73%
Rdg. Lrg. Gains, 55 points
Math Lrg. Gains, 75points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25% - 65 points
Rdg. AMO –N
Math AMO– N

Sally Sanchez		
Full-time / District-based	Years as Coach: 2	Years at Current School: 23
Areas	Mathematics	
Credentials	Math	
	2013 – School Grade Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–__ 2012 – C Rdg. Proficiency, 45% Math Proficiency, 52% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 58points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –N Math AMO– N 2011- C Rdg. Proficiency, 44% Math Proficiency, 75% Rdg. Lrg. Gains, 47 points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25% - 47 points Math Imp. of Lowest 25%- 60 points Rdg. AMO –N Math AMO– N 2010-C Rdg. Proficiency, 46% Math Proficiency, 74% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 53 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –N Math AMO– N 2009-B Rdg. Proficiency, 44%	
Performance Record		

Math Proficiency, 73%
Rdg. Lrg. Gains, 55 points
Math Lrg. Gains, 75points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25% - 65 points
Rdg. AMO –N
Math AMO– N

Grafton Ambrose		
Full-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Science	
Credentials	Biology, Earth/Space	
Performance Record	2013 – School Grade Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–__ 2012 – C Rdg. Proficiency, 45% Math Proficiency, 52% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 58points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –N Math AMO– N 2011- C Rdg. Proficiency, 44% Math Proficiency, 75% Rdg. Lrg. Gains, 47 points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25% - 47 points Math Imp. of Lowest 25%- 60 points Rdg. AMO –N Math AMO– N 2010-C Rdg. Proficiency, 46% Math Proficiency, 74% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 53 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –N Math AMO– N 2009-B Rdg. Proficiency, 44%	

Math Proficiency, 73%
 Rdg. Lrg. Gains, 55 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO –N
 Math AMO– N

Classroom Teachers

of classroom teachers

100

receiving effective rating or higher

100, 100%

Highly Qualified Teachers

64%

certified in-field

94, 94%

ESOL endorsed

14, 14%

reading endorsed

13, 13%

with advanced degrees

36, 36%

National Board Certified

5, 5%

first-year teachers

0, 0%

with 1-5 years of experience

5, 5%

with 6-14 years of experience

51, 51%

with 15 or more years of experience

44, 44%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

4, 44%

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

- Establishing a mentor/mentee program (partnering a novice teacher with an experienced teacher within the same department.)
- Provide professional developments that assists highly qualified teachers with deepening their content knowledge..
- In-house support networks, including collaborative planning, lesson study groups, and professional learning communities opportunities will be offered in an attempt to retain teachers.

Teacher Mentoring Program/Plan

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

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

The mentors are selected based on having successfully completed the district's MINT training program. The mentees are paired with teachers who have taught the same or similar subject areas. The mentees are also paired with teachers who have exceptional classroom management, track record of student achievement and are recognized as teacher leaders. The group meets monthly to provide professional development in the areas of lesson planning, classroom management and the integration of cross curricula best practices.

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/RTI Leadership Team has been an integral part of the development of the SIP. The team met with the Educational Excellence School Advisory Committee for input of the development of the SIP. Expectations were set for instruction, and processes and procedures were aligned. The team will be responsible for the implementation of the plan, as well as for any adjustments needed to be made throughout the school year.

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

The MTSS/RTI Leadership Team will be composed of the following members:
 Dr. Lucia Cox (Principal)
 Ms. Alina Caballero (Assistant Principal of Curriculum)

Mr. Leron Cook (Assistant Principal)
Ms. Melissa Garcia (Assistant Principal)
Ms. Michell Martinez (SS Dept. Head)
Ms. Elisa Guillo (Science Dept. Head)
Ms. Raquel Jelenszky (LA Dept. Head)
Mr. Jeff Capparelli (Math Dept. Head)
Mr. Nestor Cedeno (ELL Dept. Head)
Ms. Rebecca Gonzalez (SPED Dept. Head)

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

The MTSS/RTI Leadership Team will meet monthly to review implementation of the School Improvement Plan (SIP), as well as to analyze data and make adjustments to Instructional Focus Calendars. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

The Leadership Team will monitor and adjust progress of MTSS/RTI interventions.

The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

The Leadership Team will provide levels of support and interventions to students based on data.

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

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Progress Monitoring (PMRN), Hampton Brown Edge, Jamestown Navigator, Florida Comprehensive Assessment Test (FCAT 2.0), Midyear: FAIR, District Interim Assessments

End of the Year: FCAT, FAIR, Algebra 1 End of Course (EOC) Test, Geometry (EOC) Test, Biology (EOC) Test, US History (EOC)

Frequency of Data Days: Twice a month for data analysis

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

Staff training on MTSS/RTI will take place during the summer and during the teacher planning days at the beginning of the school year. Throughout the year, MTSS/RTI team members will disseminate information to the staff through departmental faculty meetings, as well as during professional development days.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 11,300

Students are afforded the opportunity to retake courses that they were unsuccessful in by participating in night school and summer school. In addition, students are provided an opportunity to receive remediation and enrichment during after school tutorial sessions.

These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists. Student data is used to develop the lesson plan objectives and the targeted area of support. In addition, instructional coaches provide training and modeling of specific best practices to interventionists and teachers.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data collection is the responsibility of the assistant principal, coach and teachers over the instructional area. Data includes teacher-made class assessments as well as quarterly district exams. Using the data chat process, all stakeholders are able to determine whether or not students are making progress and devise a plan for further enrichment or remediation. The effectiveness of the intervention materials are also discussed.

Who is responsible for monitoring implementation of this strategy?

Assistant Principals, Reading, Science, Math Coaches

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Lucia Cox	Principal
Alina Caballero	Assistant Principal
Leron Cook	Assistant Principal
Melissa Garcia	Assistant Principal
Milagros Perez	UTD Representative
Michelle Martinez	EESAC Chair/SS Department Head
Elisa Guillo	Science Department Head
Raquel Jelenszky	Language Arts Department Head
Jeff Capparelli	Math Department Head
Nestor Cedeno	ELL Department Head
Rebecca Gonzalez	SPED Department Head
Gladys Martinez	Reading Coach
Grafton Ambrose	Science Coach

Name	Title
Sally Sanchez	Math Coach
Raydelin Munoz	Test Chairperson

How the school-based LLT functions

The LLT is led by the Reading Coach who meets on a monthly basis to inform key stakeholders of the current trends, assessments, and issues related to reading at the school and the district. The team will disseminate information and propose changes and/or support for implementation of initiatives.

Major initiatives of the LLT

The LLT's initiatives are based on the needs assessment from the data accumulated. Additionally, Social Studies teachers are supported so that they can be abreast of the new strategies and be able to incorporate the research for reading advancement. The goal is to have teachers from other departments (Social Studies, Science, etc.) implement reading strategies to assist in the reading initiative by including them in professional development and data discussion via department heads.

Every Teacher Contributes to Reading Instruction

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

The process that will ensure that reading strategies are taught by every content area in the school will include:

- Teachers in all content areas will be encourage to participate in district professional developments related to best research-based reading practices.
- Schedule regular meetings with DATA team to drive all literacy instruction and monitor student progress;
- Create a consistent focus on direct classroom teaching of critical reading skills through building Literacy Across the Curriculum Professional Learning Communities.
- Build adolescent literacy awareness through professional development opportunities, providing teachers instructional strategies that will target struggling readers.
- Literacy coaches will assist teachers in developing techniques to elevate the reading achievement of all students.

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

The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by encouraging interdisciplinary lessons, and expanding lessons that are cross-curricular. Students are presented with lessons that have value and relevance to real life scenarios. The work they produce must include personal experiences, background knowledge, and concrete examples from the real world. They show increased motivation to learn and retain the lessons as opposed to covering sections of a literary work.

All math courses exhibit real-world relevance when teaching topics. The correlation between the math content course and our various academies provides a newly formed venue for the incorporation of other disciplines with math instruction.

In support of Secondary School Reform, Miami Sunset completes the articulation, transition and orientation of all students to ensure that their needs, preferences and aptitudes are represented in their choice of academy.

In preparation for the 2014-2015 school year, the curriculum will blend the Common Core Standards with the New Generation Sunshine State Standards in the areas of English, Math, and Science.

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

Since Sunset received a federal grant, which was part of the Secondary School Reform (SSR) movement, it has transformed from a traditional to an academy high school. The Design Team participated in professional development and continues to educate the faculty and staff on the "Academy" model. Miami Sunset is now a wall-to-wall academy school with nine career Academies. We have added a new Medical Magnet during the 2012-13 school year. We currently offer four National Academy Foundation (NAF) Academies: Engineering, Finance, Information Technology and Hospitality and Tourism. Miami Sunset will be attending the National Academy Foundation Conference this summer to continue developing and growing. Miami Sunset also has the following academies: Advanced Global Studies (AGS), Education, Law and Public Service and Visual and Performing Arts.

Eleventh and twelfth can select a work related program in which they take a Career Exploration course and get credits for having a job, as On the Job Training (OJT).

The selection of one of nine academies demonstrates the students' preference for meaningful career planning. The cross curriculum instruction allows for the connection between course-work and application.

Each of the nine Academies consists of four elective courses.

- AGS includes the Advanced Academics and World Languages strands (Italian, Spanish FL and Spanish for Spanish Speakers).
- Biomedical has been converted to a Medical Magnet includes the Pre-med, Applied Science and Sports Medicine.
- Education includes the Early Childhood Education and Teacher Assisting strands.
- Engineering only includes the Engineering strand.
- Finance only includes the Finance strand.
- Hospitality and Tourism includes the Culinary Arts and Hospitality and Tourism strands.
- Information & Media Technology includes the Journalism, Networking, Computer Programming, CISCO and TV Production strands.
- Law and Public Service includes the Criminal Justice, JROTC, and Legal Studies strands.
- Visual & Performing Arts includes the Dance, Drama, Music, Photography, Drawing & Painting strands.

Each student will select an Academy to be completed outside the core and required curriculum, offering him/her an opportunity to explore in depth an area of interest. In addition, students have FOUR other elective courses through which they can explore a variety of areas. Honors and Advanced Placement Courses are offered in all the core courses as well as in the Academy classes.

Current 8th graders were invited to an Academy Day field trip to view a video, listen to students and Academy Leaders, and get flyers and brochures outlining the Academies and courses at Miami Sunset. Parents were invited to an Academy Fair, where the Medical Magnet was launched. Additionally, students set up an Academy Fair during lunch for our current student to inform them of what each academy was doing and their accomplishments.

Current 9th and 10th grade students attended group presentations in the auditorium. Counselors conducted subject selection at each middle school and for each grade level during the Spring of 2013. During subject selection, students were given the opportunity to select or change their academy this year. Parents' signatures are required on the Subject Selection Sheets as well as the Academy Change Form. Counselors monitored students' ConnectEdu where they can search for colleges, scholarships and create resumes.

Additionally, students are encouraged to make the most out of technology by enrolling in Florida Virtual School (FLVS) in order to advance or make up credits.

Strategies for improving student readiness for the public postsecondary level

- Counselors meet with students three times a year to ensure adequate progress and placement in academic classes.
- Counselors meet with students to review GPA, graduation requirements, five point rule, honors and AP class requirements, and Academy classes.
- Field trips and guest speakers offer students opportunities to explore postsecondary options.
- Academy days are held for incoming 9th grade students and parents to showcase Miami Sunset's academy offerings.
- A College Fair is held annually featuring colleges for all 11th and 12th grade students.
- Summer internships are made available to students for further experience and exploration of postsecondary opportunities.
- Counselors perform credit checks for seniors twice per year and meet with students, teachers, and parents as needed.
- Students are registered for Adult Education classes as needed to recover credits.
- Students are given the option to register in FLVS to advance or make up credits.
- Promoting the Dual Enrollment Program with Florida Internation University and Miami Dade Community College- allows students to earn college and postsecondary credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Promoting enrollment in Advanced Placement courses – Miami Sunset offers 18 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.

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	58%	50%	No	63%
American Indian				
Asian	65%	73%	Yes	69%
Black/African American	48%	45%	Yes	54%
Hispanic	58%	50%	No	62%
White	69%	48%	No	72%
English language learners	36%	19%	No	42%
Students with disabilities	38%	27%	No	45%
Economically disadvantaged	55%	47%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	26%	30%
Students scoring at or above Achievement Level 4	205	23%	27%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	115	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	79	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	68	29%	36%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		60%	64%

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	256	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	55%	Yes	47%
American Indian				
Asian				
Black/African American	39%	50%	Yes	45%
Hispanic	40%	55%	Yes	46%
White	43%	57%	Yes	48%
English language learners	40%	47%	Yes	46%
Students with disabilities	31%	36%	Yes	38%
Economically disadvantaged	39%	54%	Yes	45%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		66%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		51%	56%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	41%	44%
Students scoring at or above Achievement Level 4	44	11%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	27%	31%
Students scoring at or above Achievement Level 4	94	22%	23%

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

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	38%	41%
Students scoring at or above Achievement Level 4	79	18%	20%

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)	9		11
Participation in STEM-related experiences provided for students	50	3%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	160	8%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	160	8%	10%
CTE-STEM program concentrators	200		250
Students taking CTE-STEM industry certification exams	21	1%	3%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1040	51%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	585	56%	65%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		32%	40%
Students taking CTE industry certification exams	162	83%	90%
Passing rate (%) for students who take CTE industry certification exams		83%	90%
CTE program concentrators	124	87%	95%
CTE teachers holding appropriate industry certifications	9	75%	85%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		17%	16%
Students in ninth grade with one or more absences within the first 20 days		4%	3%
Students in ninth grade who fail two or more courses in any subject		19%	18%
Students with grade point average less than 2.0		18%	17%
Students who fail to progress on-time to tenth grade		3%	2%
Students who receive two or more behavior referrals		31%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.		22%	21%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		77%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		64%	66%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		80%	82%

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

Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the parental support during school sponsored activities.	700	50%	55%
Increase parent knowledge as related to the use of the parent portal.	700	50%	55%

Goals Summary

- G1.** The results of the 2013 FCAT Reading Test indicate that 50% of students in grades 9 and 10 achieved proficiency. Our goal for the 2013-2014 school year is to increase by 13 percentage points, to 63%.
- G2.** 2013 Post Secondary Readiness results reflect that students had a 60% proficiency. Our goal for 2014 is to increase proficiency by 4 percentage points.
- G3.** The results of the 2013 FCAT 2.0 Writing Test indicates that 54% of the students achieved levels 3.5 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 59%.
- G4.** 2013 Post Secondary Readiness Mathematics results reflect that students had a 51% proficiency. Our goal for 2014 is to increase proficiency by 56% percentage points.
- G5.** Results of the 2013 Algebra 1 EOC Exam indicate that 41 percent of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency to 44 percent, an increase of 3 percentage p
- G6.** Results of the 2013 Geometry EOC indicate that 27 percent of the students scored at proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency Level 3 by 4 percentage points to 31 percent.
- G7.** Results of the 2013 Geometry EOC Exam indicate that 22 percent of the students achieved at or above achievement levels 4 and 5. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above level 4 by 1 percentage point
- G8.** Results of the 2013 EOC Biology Exam indicate that 56 percent of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points.
- G9.** During the 2012-13 school year, 40% of our SECME students competed in the robotics competitions. Our goal for 2013-14 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10%.
- G10.** In 2013-2014, our goal is to increase student enrollment by 10% in all CTE program areas offered from 50.71% to 55%.
- G11.** During the 2012-2013 school year, we had approximately 162 students taking an industry certification exam with a passing rate of 82.72%. Our goal for 2013-2014 is to increase the amount of students taking industry exams and increase passing rates by 10%.
- G12.** The results of the 2013 United States History End of Course Exam indicates that 59% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase to 70%.

- G13.** Student academic development is correlated to student attendance and discipline . Our goals for the 2013-2014 school year are to increase student attendance by 1% and decrease the number of suspensions by 2%.
- G14.** The graduation rate for the 2012 school year was 77%. The goal for the 2013 school year is to increase the graduation rate by 2 percentage points to 79%.
- G15.** Data from the 2013 school year indicates that 40% of parents participated in school-wide activities. Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicate that 50% of students in grades 9 and 10 achieved proficiency. Our goal for the 2013-2014 school year is to increase by 13 percentage points, to 63%.

Targets Supported

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

Resources Available to Support the Goal

- Jamestown Reading Navigator, Hampton Brown Edge, FCAT Explorer, Reading Plus

Targeted Barriers to Achieving the Goal

- The area of deficiency of students within the White, and Hispanic subgroup as noted on the 2013 FCAT 2.0 administration is: Reporting Category 4: Informational Text/Research Process thus requiring to analyze and evaluate information from text features such as, indexes, bold or italicized text, headings, charts and graphs, illustrations, subheadings etc. Also synthesize, analyze, and evaluate the validity and reliability of information from multiple sources must be emphasized as part of the reading instruction. The ELL subgroup and the SWD subgroup have deficiencies in all categories of reading. Students within the group demonstrated deficiencies in all basic areas of reading: fluency, comprehension, vocabulary, oral language, phonics and phonemic awareness.
- The areas of deficiency of all students scoring at or above Achievement Level 3 as noted on the 2013 FCAT 2.0 administration is Reporting Category 2: Reading Application thus requiring strategic instruction on the following: Identifying text structure, identifying author's essential message, and analyze author's purpose.
- The areas of deficiency of students scoring at or above Achievement Level 4 as noted on the 2013 FCAT 2.0 administration is Reporting Category 2: Reading Application thus requiring strategic instruction on the following: Identifying text structure, identifying author's essential message, and analyze author's purpose.
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4, Informational Text/Research Process.
- There is limited evidence of Differentiated Instruction in all Language Arts/Reading classes in compiling and aligning resources according to data that addresses students learning needs.
- Limited opportunities for students to practice listening and speaking with native like English speakers. Limited opportunities for independent reading and active reading strategies during small group instruction. Limited evidence of student folders with samples of writing.

Plan to Monitor Progress Toward the Goal

Analyze data Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

work folders computer assisted program reports data analysis

G2. 2013 Post Secondary Readiness results reflect that students had a 60% proficiency. Our goal for 2014 is to increase proficiency by 4 percentage points.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- Pert Practice Test, College Readiness Course, SAT/ACT practice sheets

Targeted Barriers to Achieving the Goal

- The area of deficiency of students is informational Text/Research Process thus requiring to analyze and evaluate information from text features such as, indexes, bold or italicized text, headings, charts and graphs, illustrations, subheadings etc. Also synthesize, analyze, and evaluate the validity and reliability of information from multiple sources must be emphasized as part of the reading instruction.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk through Conduct data chats

Person or Persons Responsible

MTSS RTI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results of PERT Test Student work folders

G3. The results of the 2013 FCAT 2.0 Writing Test indicates that 54% of the students achieved levels 3.5 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 59%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Essay Smart, Mc Dougal Littel, District Baseline Writing Test, 6 traits of Writing.

Targeted Barriers to Achieving the Goal

- Students lack the necessary word choice of a sophisticated writer and must transition from a dependency on template writing in order to demonstrate greater expression of voice.

Plan to Monitor Progress Toward the Goal

Monitoring of teacher instruction and student product. Review students' scores of monthly writing assignments. Review District writing pre/posttests. Analyze summative FCAT Writing scores.

Person or Persons Responsible

MTTS/RTI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student work folders Data analysis Interim results

G4. 2013 Post Secondary Readiness Mathematics results reflect that students had a 51% proficiency. Our goal for 2014 is to increase proficiency by 56% percentage points.

Targets Supported

- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Smart boards, Computer labs, website programs, smartphones

Targeted Barriers to Achieving the Goal

- There is limited evidence of effective test taking strategies with an alignment to college readiness skills.

Plan to Monitor Progress Toward the Goal

Analyze student data Conduct data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

ongong

Evidence of Completion:

Increase of student college readiness test scores Student work folders

G5. Results of the 2013 Algebra 1 EOC Exam indicate that 41 percent of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency to 44 percent, an increase of 3 percentage p

Targets Supported

- Math (High School)
- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra Nation Cognitive Tutor Algebra 1 Gizmos

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra 1 EOC assessment, the areas of greatest difficulty for level 3 students were the reporting categories Polynomials and Functions, Linear Equations & Inequalities.
- Results of the 2013 Algebra 1 EOC Exam indicate that 11 percent of the students achieved proficiency Level 4. Our goal for the 2013-2014 school year is to increase the number of students scoring at level 4 or higher to 13 percent.

Plan to Monitor Progress Toward the Goal

Monitor progress on bi-weekly assessments Conduct classroom walk through

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing (August 2013-June 2014)

Evidence of Completion:

Student Work Cognitive Tutor Reports Interim Assessment Data

G6. Results of the 2013 Geometry EOC indicate that 27 percent of the students scored at proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency Level 3 by 4 percentage points to 31 percent.

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

- Cognitive Tutor Gizmos Geometers Sketchpad

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC, students need to increase mastery in the areas of Trigonometry and Discrete Math, which caused the greatest difficulty for students.

Plan to Monitor Progress Toward the Goal

Bi-weekly Assessments Classroom Walk-throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing (August 2013-June 2014)

Evidence of Completion:

Student Folders Edusoft Reports Interim Assessments

G7. Results of the 2013 Geometry EOC Exam indicate that 22 percent of the students achieved at or above achievement levels 4 and 5. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above level 4 by 1 percentage point

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

- Cognitive Tutor Gizmos Geometers Sketchpad

Targeted Barriers to Achieving the Goal

- Incorporating Common Core Standards into the pacing guides will be a challenge. Also, since there is lack of common planning, teachers do not have much time to collaborate and share ideas.

Plan to Monitor Progress Toward the Goal

Bi-Weekly Assessments Classroom Walk-throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing (August 2013-June 2014)

Evidence of Completion:

Edusoft Reports Interim Assessments Student Folders

G8. Results of the 2013 EOC Biology Exam indicate that 56 percent of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points.

Targets Supported

- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Extended Modules in the Learning Village Gizmos NBC Learn FLVS Practice Tests OrdinaryEarth.com

Targeted Barriers to Achieving the Goal

- The reporting category that the level 3 students experienced the most difficulty with was Organisms, Populations, and Ecosystems.
- Students in level 4 and above have difficulties with analytical thinking, as well as with science vocabulary and reading comprehension.

Plan to Monitor Progress Toward the Goal

Analyze student data Conduct classroom walk through Conduct data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing (August 2013-June 2014)

Evidence of Completion:

Student work folders Interim assessments results

G9. During the 2012-13 school year, 40% of our SECME students competed in the robotics competitions. Our goal for 2013-14 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10%.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Approved STEM courses industry certified teachers professional development opportunities for teachers to support best practices.

Targeted Barriers to Achieving the Goal

- STEM struggles with students who have weak math and science skills and students who have a hard time mastering the STEM PLTW curriculum.

Plan to Monitor Progress Toward the Goal

Analysis of students data of enrollment in one or more STEM courses.

Person or Persons Responsible

STEM Lead Teachers CTE Administrator and Counselors

Target Dates or Schedule:

Ongoing throughout school year (August 2013 – June 2014)

Evidence of Completion:

Data of students completing one or more STEM course.

G10. In 2013-2014, our goal is to increase student enrollment by 10% in all CTE program areas offered from 50.71% to 55%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Approved CTE courses and industry certified teachers. Professional Development opportunities for teachers to support best practices

Targeted Barriers to Achieving the Goal

- CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment.

Plan to Monitor Progress Toward the Goal

Analysis of students data of enrollment in one or more CTE courses.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion:

Data of students completing one or more CTE course

G11. During the 2012-2013 school year, we had approximately 162 students taking an industry certification exam with a passing rate of 82.72%. Our goal for 2013-2014 is to increase the amount of students taking industry exams and increase passing rates by 10%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Approved CTE courses, industry certified teachers and professional development opportunities for teachers to support best practices.

Targeted Barriers to Achieving the Goal

- 1.1 CTE teachers struggle with adequate related preparation materials to provide real world application for exams. Limited budgetary constraints (materials, software licenses and related hardware) provide obstacles for the CTE program to overcome. 1.2 CTE Teachers need adequate training to implement the differentiated instruction needed to prepare students for exams. Professional development opportunities are needed to ensure teachers provide effective instruction needed for students to pass exams

Plan to Monitor Progress Toward the Goal

Analysis of student data of passing rate in industry certified exams

Person or Persons Responsible

CTE Lead Teacher Academy teacher CTE Administrator

Target Dates or Schedule:

Ongoing throughout school year (August 2013 – June 2014)

Evidence of Completion:

Data of students earning industry certification

G12. The results of the 2013 United States History End of Course Exam indicates that 59% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase to 70%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- US History End of Course Material US History Text book

Targeted Barriers to Achieving the Goal

- Students scoring at Level 3 (middle 3rd) lack the sufficient background knowledge in US History to correctly identify key terms, people, places, and events.
- Students scoring at Level 4 (upper 3rd) require extension of learning from acquisition of learning to application and assimilation and adaptation.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk through Review lesson plans Conduct data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student work folders Data analysis Interim test results

G13. Student academic development is correlated to student attendance and discipline . Our goals for the 2013-2014 school year are to increase student attendance by 1% and decrease the number of suspensions by 2%.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Attendance bulletins Student Case Management Reports

Targeted Barriers to Achieving the Goal

- Students and parents are unfamiliar with the new Code of Student Conduct manual.

Plan to Monitor Progress Toward the Goal

Attendance bulletins District reports Parent logs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

reports logs

G14. The graduation rate for the 2012 school year was 77%. The goal for the 2013 school year is to increase the graduation rate by 2 percentage points to 79%.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Credit History reports Student contact logs Parent telephone logs

Targeted Barriers to Achieving the Goal

- Students get easily discouraged when they fall behind in credits, thus causing some of them to drop out of high school,.

Plan to Monitor Progress Toward the Goal

Number of students who have met graduation requirements.

Person or Persons Responsible

Guidance counselors Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Senior graduation list

G15. Data from the 2013 school year indicates that 40% of parents participated in school-wide activities. Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Academy Parent Portal

Targeted Barriers to Achieving the Goal

- Lack parental support during school sponsored activities or meetings due to parents working long or irregular.
- Lack of understanding and use of the Parent Portal, attendance and student discipline policies for the district.

Plan to Monitor Progress Toward the Goal

Parent meetings

Person or Persons Responsible

Administration Activities Director

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Parent logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT Reading Test indicate that 50% of students in grades 9 and 10 achieved proficiency. Our goal for the 2013-2014 school year is to increase by 13 percentage points, to 63%.

G1.B1 The area of deficiency of students within the White, and Hispanic subgroup as noted on the 2013 FCAT 2.0 administration is: Reporting Category 4: Informational Text/Research Process thus requiring to analyze and evaluate information from text features such as, indexes, bold or italicized text, headings, charts and graphs, illustrations, subheadings etc. Also synthesize, analyze, and evaluate the validity and reliability of information from multiple sources must be emphasized as part of the reading instruction. The ELL subgroup and the SWD subgroup have deficiencies in all categories of reading. Students within the group demonstrated deficiencies in all basic areas of reading: fluency, comprehension, vocabulary, oral language, phonics and phonemic awareness.

G1.B1.S1 Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. The use of graphic organizers will be included for this process. Practice locating text features such as maps, illustrations, captions, subtitles, words in italics, to ensure a complete understanding of the relevancy of such information. Practice note-taking skills such as two-column notes, close reading, and text annotation to help students build stronger arguments to support their answers.

Action Step 1

Analyze data Conduct classroom walkthroughs Conduct Data Chats Review lesson plans

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

work folders computer assisted program reports Data analysis

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

Conduct classroom walk through Conduct data chats Monitor lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results Data analysis

Plan to Monitor Effectiveness of G1.B1.S1

Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results

G1.B2 The areas of deficiency of all students scoring at or above Achievement Level 3 as noted on the 2013 FCAT 2.0 administration is Reporting Category 2: Reading Application thus requiring strategic instruction on the following: Identifying text structure, identifying author's essential message, and analyze author's purpose.

G1.B2.S1 Students should : *Practice of justifying answers by going back to the text for support. *Practice note-taking skills such as two-column notes, close reading, and text annotation or text coding to help students identify details from a passage to determine a more accurate main idea and author's purpose. *Participating in teacher-student data chats.

Action Step 1

Analyze data Conduct Data Chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Classroom assessments Interim results

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

Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

work folders computer assisted program reports data analysis

Plan to Monitor Effectiveness of G1.B2.S1

Conduct classroom walk through Conduct data chats Monitor lesson plans

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results

G1.B3 The areas of deficiency of students scoring at or above Achievement Level 4 as noted on the 2013 FCAT 2.0 administration is Reporting Category 2: Reading Application thus requiring strategic instruction on the following: Identifying text structure, identifying author's essential message, and analyze author's purpose.

G1.B3.S1 *Practice of justifying answers by going back to the text for support. *Practice note-taking skills such as two-column notes, close reading, and text annotation or text coding to help students identify details from a passage to determine a more accurate main idea and author's purpose.

Action Step 1

Conduct Data Chats Review Lesson Plans Conduct Classroom Walkthroughs

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Folders Classroom Assessments Interim Results

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

Conduct classroom walk through Conduct data chats Monitor lesson plans

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results Data analysis

Plan to Monitor Effectiveness of G1.B3.S1

Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results

G1.B4 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4, Informational Text/Research Process.

G1.B4.S1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4, Informational Text/Research Process.

Action Step 1

Conduct student/teacher data chats Review lesson plans Monitor coaches logs

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments Interim results Student work folders

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

Conduct classroom walk through Conduct data chats Monitor lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results Data analysis

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

work folders computer assisted program reports data analysis

G1.B5 There is limited evidence of Differentiated Instruction in all Language Arts/Reading classes in compiling and aligning resources according to data that addresses students learning needs.

G1.B5.S1 Provide ongoing support through department meetings to develop lesson plans that focus on aligning resources for Differentiated Instruction. Provide demo lessons utilizing Reading Coach to effectively target students' learning needs while conducting lessons using Differentiated Instruction.

Action Step 1

Conduct classroom walkthroughs Review lesson plans Analyze data

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Classroom Assessments Interim Results

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

Conduct classroom walk through Conduct data chats Monitor lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results Data analysis

Plan to Monitor Effectiveness of G1.B5.S1

Analyze data Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

work folders computer assisted program reports data analysis

G1.B6 Limited opportunities for students to practice listening and speaking with native like English speakers. Limited opportunities for independent reading and active reading strategies during small group instruction. Limited evidence of student folders with samples of writing.

G1.B6.S1 Current ESOL instructors will use a variety of strategies that correlate with ESOL compliance and Sunshine State standards.

Action Step 1

Conduct Data Chats Analyze data

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA results

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

Conduct classroom walk through Conduct data chats Monitor lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results Data analysis

Plan to Monitor Effectiveness of G1.B6.S1

Analyze data Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

work folders computer assisted program reports data analysis

G2. 2013 Post Secondary Readiness results reflect that students had a 60% proficiency. Our goal for 2014 is to increase proficiency by 4 percentage points.

G2.B1 The area of deficiency of students is informational Text/Research Process thus requiring to analyze and evaluate information from text features such as, indexes, bold or italicized text, headings, charts and graphs, illustrations, subheadings etc. Also synthesize, analyze, and evaluate the validity and reliability of information from multiple sources must be emphasized as part of the reading instruction.

G2.B1.S1 Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. The use of graphic organizers will be included for this process.

Action Step 1

Utilize ACT Prep booklet Utilize SAT Prep booklet Provide Saturday Tutoring Session Utilize Practice sheet

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

PERT Results

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

Conduct classroom walk through Monitor lesson plans data analysis

Person or Persons Responsible

MTSS RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folder Interim assessments Results of the PERT

Plan to Monitor Effectiveness of G2.B1.S1

Conduct classroom walk through Review lesson plans Conduct data chats

Person or Persons Responsible

MTSS RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders Results on the PERT

G3. The results of the 2013 FCAT 2.0 Writing Test indicates that 54% of the students achieved levels 3.5 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 59%.

G3.B2 Students lack the necessary word choice of a sophisticated writer and must transition from a dependency on template writing in order to demonstrate greater expression of voice.

G3.B2.S1 Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice. Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Ask students to revise for clarity of content, organization, and word choice.

Action Step 1

Conduct classroom walk through Conduct data chats Review lesson plans

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folder Interim tests results

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

Monitor collaborative planning Utilize pacing guides

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Student work folders Interim results

Plan to Monitor Effectiveness of G3.B2.S1

Review data Review of writing prompts/results by teachers followed by redirection of writing initiative if necessary.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders Lesson plans Interim tests

G4. 2013 Post Secondary Readiness Mathematics results reflect that students had a 51% proficiency. Our goal for 2014 is to increase proficiency by 56% percentage points.

G4.B1 There is limited evidence of effective test taking strategies with an alignment to college readiness skills.

G4.B1.S1 Provide professional development on effective test taking strategies with an alignment to college readiness skills.

Action Step 1

Professional Development

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

PD Sign in Sheets Lesson Plans

Facilitator:

Instructional Coaches

Participants:

Teachers

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

Monitor Coaches weekly schedule Classroom walk through

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Coaches logs/Coaches weekly schedule Lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Analyze student data Conduct teacher data chats Conduct student data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in student readiness test scores Student work folders

G5. Results of the 2013 Algebra 1 EOC Exam indicate that 41 percent of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency to 44 percent, an increase of 3 percentage p

G5.B1 According to the 2013 Algebra 1 EOC assessment, the areas of greatest difficulty for level 3 students were the reporting categories Polynomials and Functions, Linear Equations & Inequalities.

G5.B1.S1 Provide additional practice in Polynomials and Functions, Linear Equations & Inequalities by using technology programs such as Algebra Nation, Cognitive Tutor and Gizmos.

Action Step 1

Utilize collaboration time during PD days to share successful lesson plans; Conduct daily Strategic Reviews; Conduct data Chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Student Work folders Interim assessments results Edusoft Reports

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

Utilize common planning time Conduct classroom walk through Monitor lab schedules

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Interim Assessments Lesson Plans Cognitive Tutor Reports Lab Usage

Plan to Monitor Effectiveness of G5.B1.S1

Conduct Bi-Weekly Assessments Conduct classroom walk through

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Data Analysis of Bi-Weekly assessments Interim assessments results

G5.B2 Results of the 2013 Algebra 1 EOC Exam indicate that 11 percent of the students achieved proficiency Level 4. Our goal for the 2013-2014 school year is to increase the number of students scoring at level 4 or higher to 13 percent.

G5.B2.S1 *Improve the success rate include use of the Cognitive Tutor, Gizmo, and Algebra Nation computer programs at an accelerated rate for this group. *Apply more challenging applications of the concepts being taught. *Include writing of mathematical problems and interpreting word problems to identify the math concepts needing to be solved.

Action Step 1

Utilize the results of the interim tests Utilize Edusoft reports to identify which areas are the most in need of attention Develop concept reviews to strengthen those areas.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim results Classroom assessment results

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

Classroom walk through Conduct data chats Analyze data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders Interim assessment results Classroom assessment results

Plan to Monitor Effectiveness of G5.B2.S1

Conduct Bi-Weekly Assessments Conduct classroom walk through

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Data analysis of Bi-Weekly Assessments Interim assessment results

G6. Results of the 2013 Geometry EOC indicate that 27 percent of the students scored at proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency Level 3 by 4 percentage points to 31 percent.

G6.B1 According to the results of the 2013 Geometry EOC, students need to increase mastery in the areas of Trigonometry and Discrete Math, which caused the greatest difficulty for students.

G6.B1.S1 Provide students with digital and tangible models to enable students to visualize and apply the concepts of cross-sections of structures and use hands-on geometric solids using net models.

Action Step 1

Use assessment data to collaborate within the department and share same subject ideas of what works well and what doesn't.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Edusoft Reports Student Folders Classroom Assessments

Facilitator:

Participants:

Math Department Chair Math Coach Administration

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

Department Meeting Agendas and Minutes Classroom Walk-throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Edusoft Reports Interim ASsessments

Plan to Monitor Effectiveness of G6.B1.S1

Bi-weekly Assessments Classroom Walk-throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Classroom Assessments Edusoft Reports

G7. Results of the 2013 Geometry EOC Exam indicate that 22 percent of the students achieved at or above achievement levels 4 and 5. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above level 4 by 1 percentage point

G7.B1 Incorporating Common Core Standards into the pacing guides will be a challenge. Also, since there is lack of common planning, teachers do not have much time to collaborate and share ideas.

G7.B1.S1 Provide students with challenging enrichment problems that will enable them to visualize and apply concepts of cross-sections of structures and allow them to use hands-on geometric solids.

Action Step 1

Use assessment data to collaborate within the math department to share same subject ideas of what works well and what doesn't.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Classroom Assessment Data Edusoft Reports

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

Math Department Meeting Agendas and Minutes

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Classroom Walk-throughs Student Folders

Plan to Monitor Effectiveness of G7.B1.S1

Bi-Weekly Assessments Classroom Walk-throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Edusoft Reports Student Folders

G8. Results of the 2013 EOC Biology Exam indicate that 56 percent of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points.

G8.B1 The reporting category that the level 3 students experienced the most difficulty with was Organisms, Populations, and Ecosystems.

G8.B1.S1 Provide inquiry-based laboratory activities of life and environmental science systems to help students make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Conduct classroom walk-through Monitor rotating lab schedule Monitor classroom assessment
Review Gizmos reports

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Student work folders Lab reports Interim assessments results

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

Conduct classroom walk-through Monitor Gizmos report Review student work folders Analyze Edusoft Reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Student folders Edusoft Reports Interim assessments results

Plan to Monitor Effectiveness of G8.B1.S1

Conduct data chats Analyze student data Review student work folders

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Student Data Interim assessments results

G8.B2 Students in level 4 and above have difficulties with analytical thinking, as well as with science vocabulary and reading comprehension.

G8.B2.S1 Students will be able to use science manipulative, lab activities, and will be able to make connections with real life experiences.

Action Step 1

Conduct Classroom walk-through Monitor rotating lab schedule Monitor classroom assessment Review Gizmos

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders Lab reports Interim Assessments results

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

Conduct Classroom walk through Monitor Gizmos reports Review Student Work folders Analyze Edusoft Reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Edusoft reports Interim assessments results

Plan to Monitor Effectiveness of G8.B2.S1

Conduct Classroom walk through Monitor Gizmos reports Review Student Work folders Analyze Edusoft Reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Student Data Interim assessments results

G9. During the 2012-13 school year, 40% of our SECME students competed in the robotics competitions. Our goal for 2013-14 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10%.

G9.B1 STEM struggles with students who have weak math and science skills and students who have a hard time mastering the STEM PLTW curriculum.

G9.B1.S1 Conduct after school activities that require students to utilize math and science skills.

Action Step 1

Develop common projects using math and science skills to be implemented in the PLTW curriculum units

Person or Persons Responsible

STEM Lead Teacher Cohort Math and Science Teachers

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014).

Evidence of Completion

Common Planning and Design Team meetings.

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

Create a Pre/Post Test to set a baseline of student knowledge.

Person or Persons Responsible

STEM Lead Teacher Cohort Math and Science Teachers

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014).

Evidence of Completion

Analysis of data from pre/post test scores

Plan to Monitor Effectiveness of G9.B1.S1

Assess whether activities planned generated anticipated results

Person or Persons Responsible

STEM Lead Teacher Cohort Math and Science Teachers

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014).

Evidence of Completion

Actual number of students participating in STEM related activities increased due to the implementation of science and math skills introduced into the curriculum because of cohort with math and science department

G10. In 2013-2014, our goal is to increase student enrollment by 10% in all CTE program areas offered from 50.71% to 55%.

G10.B1 CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment.

G10.B1.S1 Encourage exclusive articulation of middle and high school feeder pattern program; Conduct Self-Assessment of career academies using National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) resources; Build capacity within the programs offered to ensure quantity ; Schedule career academy students in cohorts w/ common academic and CTE instructors.

Action Step 1

Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Academy registration confirmation and enrollment data. Generate on-going evidence binder. Common Planning and Design Team meetings

Facilitator:

CTE Instructors

Participants:

CTE Teachers Administration

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

Observe and monitor the effectiveness of each activity planned.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Academy registration confirmation and enrollment data. Generate on-going evidence binder. Common Planning and Design Team meetings.

Plan to Monitor Effectiveness of G10.B1.S1

Observe and monitor the effectiveness of each activity planned .

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Actual number and percentage of CTE enrollment compared to actual school data. Academy earning Model/Exemplary status.

G11. During the 2012-2013 school year, we had approximately 162 students taking an industry certification exam with a passing rate of 82.72%. Our goal for 2013-2014 is to increase the amount of students taking industry exams and increase passing rates by 10%.

G11.B1 1.1 CTE teachers struggle with adequate related preparation materials to provide real world application for exams. Limited budgetary constraints (materials, software licenses and related hardware) provide obstacles for the CTE program to overcome. 1.2 CTE Teachers need adequate training to implement the differentiated instruction needed to prepare students for exams. Professional development opportunities are needed to ensure teachers provide effective instruction needed for students to pass exams

G11.B1.S1 • Team approach of school administrator, district supervisor and lead teacher to secure adequate funding needed for resources needed. • CTE attend professional development opportunities throughout school year to learn best practices need to prepare students to pass exam • Schedule career academy students in CTE themed course with related instruction and end-of-course culminating project

Action Step 1

Secure appropriate technology personnel needed that will aide in set-up and installation of materials and equipment needed.

Person or Persons Responsible

CTE Teachers CTE Administrator Counselors

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Classroom/training labs are properly set and fully operational. CTE Teachers are trained and certified.

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

Observe and monitor the effectiveness of the equipment and materials installed. Ensure various planned activities

Person or Persons Responsible

CTE Teachers CTE Administrator Counselors

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Project based learning with core and academy themed teachers

Plan to Monitor Effectiveness of G11.B1.S1

Assess whether activities planned generated anticipated results

Person or Persons Responsible

CTE Teachers CTE Administrator Counselors

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Students benefit by gaining industry certification as it relates to the CTE course as well as future collegiate and professional opportunities

G12. The results of the 2013 United States History End of Course Exam indicates that 59% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase to 70%.

G12.B1 Students scoring at Level 3 (middle 3rd) lack the sufficient background knowledge in US History to correctly identify key terms, people, places, and events.

G12.B1.S1 emphasize on content-specific vocabulary and problem solving and inquiry based learning.

Action Step 1

Provide opportunities for students to strengthen their abilities to read and interpret data by using graphs, charts, maps, timelines, political cartoons, and other graphic representation of content.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Student interim assessments results

Action Step 2

Provide opportunities for students to strengthen their abilities to read and interpret data by using graphs, charts, maps, timelines, political cartoons, and other graphic representation of content.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Student interim assessments results

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

Conduct classroom walk through Review lesson plans Conduct data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Data analysis Interim test results

Plan to Monitor Effectiveness of G12.B1.S1

Conduct classroom walk through Review lesson plans Conduct data chats

Person or Persons Responsible

MTSS/ RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Data analysis Interim test results

G12.B2 Students scoring at Level 4 (upper 3rd) require extension of learning from acquisition of learning to application and assimilation and adaptation.

G12.B2.S1 Provide opportunities for students to write to inform and to persuade and to extend learning outside of the traditional classroom through the use of guest speakers, field experiences.

Action Step 1

Provide opportunities that allow students to interpret primary and secondary sources of information and opportunities for students to examine opposing viewpoints on a variety of issues

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft, District created exams results Student work folders

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Conduct classroom walk through Conduct data chats with teachers and students Revise lesson plans

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders Interim test results

Plan to Monitor Effectiveness of G12.B2.S1

Conduct classroom walk through Conduct data chats Revise lesson plans

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Data analysis Interim test results

G13. Student academic development is correlated to student attendance and discipline . Our goals for the 2013-2014 school year are to increase student attendance by 1% and decrease the number of suspensions by 2%.

G13.B1 Students and parents are unfamiliar with the new Code of Student Conduct manual.

G13.B1.S1 Conduct grade level student orientations at the beginning and middle of the school year to review Student Code of Conduct and attendance policies. Parents will also be invited for parent grade level orientations at the beginning of the school year.

Action Step 1

Conduct parent meetings Conduct student orientations

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 January 2014

Evidence of Completion

Parent sign in logs Student Case Management reports and attendance bulletins

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

Monitor attendance bulletins Conduct student attendance meetings

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Student Case Management reports

Plan to Monitor Effectiveness of G13.B1.S1

Monitor attendance bulletins Monitor Student Case Management Reports Conduct student attendance meetings

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Bulletins Student Case Management Reports

G14. The graduation rate for the 2012 school year was 77%. The goal for the 2013 school year is to increase the graduation rate by 2 percentage points to 79%.

G14.B1 Students get easily discouraged when they fall behind in credits, thus causing some of them to drop out of high school,.

G14.B1.S1 Implement monthly credit checks on deficient seniors and monitor monthly through MTSS/ RTI meetings. Students will be encouraged to take FLVS for credit recovery, as well as attend the Adult Education Program.

Action Step 1

Conduct student credit history meetings

Person or Persons Responsible

guidance counselors

Target Dates or Schedule

ongoing

Evidence of Completion

Credit history reports

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

Monitor monthly reports of seniors who have not met graduation requirements.

Person or Persons Responsible

Administration Guidance counselors

Target Dates or Schedule

ongoing

Evidence of Completion

Credit history reports

Plan to Monitor Effectiveness of G14.B1.S1

Conduct student credit history meetings

Person or Persons Responsible

counselors

Target Dates or Schedule

ongoing

Evidence of Completion

Student credit history reports

G15. Data from the 2013 school year indicates that 40% of parents participated in school-wide activities. Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.

G15.B1 Lack parental support during school sponsored activities or meetings due to parents working long or irregular.

G15.B1.S1 Offer parent training of use of Parent Portal during our Open House activities. Offer student and parent orientations at the beginning of the year to discuss various topics to promote a positive learning environment.

Action Step 1

Parent Meetings/Workshops School functions EESAC meetings

Person or Persons Responsible

Administration Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent logs

Facilitator:

Administration Activities director

Participants:

Administration Activities Director

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

Parent meetings

Person or Persons Responsible

Administration Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent logs

Plan to Monitor Effectiveness of G15.B1.S1

Parent logs

Person or Persons Responsible

Administration Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

parent logs

Coordination and Integration

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

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

Title II

The district uses supplement 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 Liaison (PDL) at each school

Title III

The following programs are provided for ELL students:

- tutorial programs
- software for the development language and literacy skills (Achieve 3000)
- reading and supplementary instructional materials

Nutrition Program:

-Miami Sunset adheres to and implements the nutrition requirements stated in the district wellness policy. Nutrition education, as per state statute, is taught through physical education.

Adult Education:

-High-school completion courses are available to all eligible students in the evening based on the senior high schools recommendation. courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

CTE:

-By promoting Career Pathways and Programs of Study, students will have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry Certifications. Readiness for post secondary will strengthen with the integration of academic and career technical component and coherent sequence of courses.

Job Training:

-Academy leaders will be meeting with Industry Leaders in their respective fields to identify job training opportunity in their pertinent careers. these job training opportunities will expose students to industry related objectives, requirements, and expectations of the job.

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.

G4. 2013 Post Secondary Readiness Mathematics results reflect that students had a 51% proficiency. Our goal for 2014 is to increase proficiency by 56% percentage points.

G4.B1 There is limited evidence of effective test taking strategies with an alignment to college readiness skills.

G4.B1.S1 Provide professional development on effective test taking strategies with an alignment to college readiness skills.

PD Opportunity 1

Professional Development

Facilitator

Instructional Coaches

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PD Sign in Sheets Lesson Plans

G6. Results of the 2013 Geometry EOC indicate that 27 percent of the students scored at proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency Level 3 by 4 percentage points to 31 percent.

G6.B1 According to the results of the 2013 Geometry EOC, students need to increase mastery in the areas of Trigonometry and Discrete Math, which caused the greatest difficulty for students.

G6.B1.S1 Provide students with digital and tangible models to enable students to visualize and apply the concepts of cross-sections of structures and use hands-on geometric solids using net models.

PD Opportunity 1

Use assessment data to collaborate within the department and share same subject ideas of what works well and what doesn't.

Facilitator

Participants

Math Department Chair Math Coach Administration

Target Dates or Schedule

Ongoing (August 2013-June 2014)

Evidence of Completion

Edusoft Reports Student Folders Classroom Assessments

G10. In 2013-2014, our goal is to increase student enrollment by 10% in all CTE program areas offered from 50.71% to 55%.

G10.B1 CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment.

G10.B1.S1 Encourage exclusive articulation of middle and high school feeder pattern program; Conduct Self-Assessment of career academies using National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) resources; Build capacity within the programs offered to ensure quantity ; Schedule career academy students in cohorts w/ common academic and CTE instructors.

PD Opportunity 1

Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.

Facilitator

CTE Instructors

Participants

CTE Teachers Administration

Target Dates or Schedule

Ongoing throughout school year (August 2013 – June 2014) and summer 2014

Evidence of Completion

Academy registration confirmation and enrollment data. Generate on-going evidence binder.
Common Planning and Design Team meetings

G15. Data from the 2013 school year indicates that 40% of parents participated in school-wide activities. Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.

G15.B1 Lack parental support during school sponsored activities or meetings due to parents working long or irregular.

G15.B1.S1 Offer parent training of use of Parent Portal during our Open House activities. Offer student and parent orientations at the beginning of the year to discuss various topics to promote a positive learning environment.

PD Opportunity 1

Parent Meetings/Workshops School functions EESAC meetings

Facilitator

Administration Activities director

Participants

Administration Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	2013 Post Secondary Readiness Mathematics results reflect that students had a 51% proficiency. Our goal for 2014 is to increase proficiency by 56% percentage points.	\$800
G10.	In 2013-2014, our goal is to increase student enrollment by 10% in all CTE program areas offered from 50.71% to 55%.	\$500
G15.	Data from the 2013 school year indicates that 40% of parents participated in school-wide activities. Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.	\$100
Total		\$1,400

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
SBBS	\$800	\$600	\$1,400
Total	\$800	\$600	\$1,400

Budget Details

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

G4. 2013 Post Secondary Readiness Mathematics results reflect that students had a 51% proficiency. Our goal for 2014 is to increase proficiency by 56% percentage points.

G4.B1 There is limited evidence of effective test taking strategies with an alignment to college readiness skills.

G4.B1.S1 Provide professional development on effective test taking strategies with an alignment to college readiness skills.

Action Step 1

Professional Development

Resource Type

Professional Development

Resource

Temporary Instructors

Funding Source

SBBS

Amount Needed

\$800

G10. In 2013-2014, our goal is to increase student enrollment by 10% in all CTE program areas offered from 50.71% to 55%.

G10.B1 CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment.

G10.B1.S1 Encourage exclusive articulation of middle and high school feeder pattern program; Conduct Self-Assessment of career academies using National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) resources; Build capacity within the programs offered to ensure quantity ; Schedule career academy students in cohorts w/ common academic and CTE instructors.

Action Step 1

Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.

Resource Type

Evidence-Based Program

Resource

Flyers, Brochures, Banners

Funding Source

SBBS

Amount Needed

\$500

G15. Data from the 2013 school year indicates that 40% of parents participated in school-wide activities. Our target for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5%.

G15.B1 Lack parental support during school sponsored activities or meetings due to parents working long or irregular.

G15.B1.S1 Offer parent training of use of Parent Portal during our Open House activities. Offer student and parent orientations at the beginning of the year to discuss various topics to promote a positive learning environment.

Action Step 1

Parent Meetings/Workshops School functions EESAC meetings

Resource Type

Evidence-Based Program

Resource

Flyers

Funding Source

SBBS

Amount Needed

\$100