2013-2014 SCHOOL IMPROVEMENT PLAN

South Miami Senior High School

6856 SW 53RD ST
Miami, FL 33155
305-666-5871
http://smsh.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
South Miami Senior High School

Principal
Gilberto D. Bonce

School Advisory Council chair
Anthony J. Balboa

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

Name	Title
Gilberto D. Bonce	Principal
Milagro Arango	Assistant Principal
Pierre Edouard	Assistant Principal
Clinton Neilly III	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M. Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Our school's EESAC committee consists of the following:
Principal -1,
UTD steward – 1
Teachers – 5
Alternate Teacher - 2
Educational Support - 1
Alt. Educational Support - 1
Parents – 4
Alternate Parents - 2
Students – 4
Alternate Students - 5
Business/Community Resource – 1

Involvement of the SAC in the development of the SIP

On-going meetings to discuss the school data and the barriers that are encountered through the different academic and vocational areas and assist in developing strategies and interventions to meet those needs.
Development and review of resources that can be allocated through SAC's to assist the school in the implementation of the SIP to meet the academic needs of the students.

Activities of the SAC for the upcoming school year

* Monthly EESAC meeting every third Wednesday of the Month.
* Review of school assessments results and School Improvement Plan implementation and updates.
* Develop and maintain the School Improvement Plan (SIP).

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

Tutoring $6,000.00
Educational Programs/ Competitions (STEM and CTE) $600.00

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:

Gilberto D. Bonce		
Principal	Years as Administrator: 17	Years at Current School: 8

Credentials	Bachelor of Science from Troy State University majoring in Physical Science, Minors in Mathematics, Biology and Physics. Master of Science in Education from the University of Miami majoring in Biology Education Completed Certification coursework for Educational Leadership at Florida International University. Certification in Middle Grades Science (5-9) and Educational Leadership
Performance Record	2013 – School Grade X Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 70 points Rdg. AMO – NO Math AMO– YES 2012 – School Grade-A Rdg. Proficiency, 45% Math Proficiency, 50% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –48 Math AMO–39 2011 – School Grade-C Rdg. Proficiency, 39% Math Proficiency, 71% Rdg. Lrg. Gains, 49 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 70 points 2010 – School Grade-B Rdg. Proficiency, 42% Math Proficiency, 73% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 63 points 2009 – School Grade-B Rdg. Proficiency, 46% Math Proficiency, 74% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 73 points

Pierre Edouard		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Bachelor of Science – Electrical Engineering, Florida State University. Master of Business Administration – Marketing, Florida State University Educational Specialist- Educational Leadership, Nova Southeastern University.
Performance Record	2013 – School Grade X Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 70 points Rdg. AMO – NO Math AMO– YES 2012 – School Grade-A Rdg. Proficiency, 45% Math Proficiency, 50% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –48 Math AMO–39 2011 – School Grade-C Rdg. Proficiency, 39% Math Proficiency, 71% Rdg. Lrg. Gains, 49 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 70 points 2010 – School Grade-B Rdg. Proficiency, 42% Math Proficiency, 73% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 63 points 2009 – School Grade-B Rdg. Proficiency, 46% Math Proficiency, 74% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 73 points

Milagro Arango		
Asst Principal	Years as Administrator: 6	Years at Current School: 5

Credentials	Bachelor of Science in Biological Sciences, Florida International University Master of Science – Biomedical Sciences, Barry University Educational Specialist – Educational Leadership, Florida International University. Certification in Biology (6-12), Gifted Endorsement, and Educational Leadership
Performance Record	2013 – School Grade X Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 70 points Rdg. AMO – NO Math AMO– YES 2012 – School Grade-A Rdg. Proficiency, 45% Math Proficiency, 50% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –48 Math AMO–39 2011 – School Grade-C Rdg. Proficiency, 39% Math Proficiency, 71% Rdg. Lrg. Gains, 49 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 70 points 2010 – School Grade-B Rdg. Proficiency, 42% Math Proficiency, 73% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 63 points 2009 – School Grade-B Rdg. Proficiency, 46% Math Proficiency, 74% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 73 points

Clinton Neilly		
Asst Principal	Years as Administrator: 14	Years at Current School: 4

Credentials	Bachelor of Science – Public Affairs, Texas Southern University Master of Public Administration, Texas Southern University Certification in ESOL, Political Science, and Educational Leadership
Performance Record	2013 – School Grade X Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 70 points Rdg. AMO – NO Math AMO– YES 2012 – School Grade-A Rdg. Proficiency, 45% Math Proficiency, 50% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –48 Math AMO–39 2011 – School Grade-C Rdg. Proficiency, 39% Math Proficiency, 71% Rdg. Lrg. Gains, 49 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 70 points 2010 – School Grade-B Rdg. Proficiency, 42% Math Proficiency, 73% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 63 points 2009 – School Grade-D Rdg. Proficiency, 33% Math Proficiency, 35% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 64 points

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Bronwyn Drout		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Florida State Professional Educator Certification: English 6-12, Reading K-12 Degrees: Master's of Science Degree in Reading Education, Barry University Bachelor's of Arts Degree in English, Florida International University
Performance Record	2013 – School Grade X Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 70 points Rdg. AMO – NO Math AMO– YES 2012 – Miami South Ridge Senior High, A Rdg. Proficiency, 33% Math Proficiency, 39% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 58points R Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 68 points Rdg. AMO – 10 Math AMO – 0 2011 Miami Palmetto Senior High, A Rdg. Proficiency, 66% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 64 points Rdg. AMO - 0

Classroom Teachers

# of classroom teachers

119

 # receiving effective rating or higher

118, 99%

 # Highly Qualified Teachers
65%

 # certified in-field
109, 92%

 # ESOL endorsed
26, 22%

 # reading endorsed
12, 10%

 # with advanced degrees
57, 48%

 # National Board Certified
15, 13%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
12, 10%

 # with 6-14 years of experience
53, 45%

 # with 15 or more years of experience
60, 50%

Education Paraprofessionals

# of paraprofessionals
25

 # Highly Qualified
18, 72%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

 # 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

Person Responsible: Leadership Team
* Develop and encourage professional development in the areas of concentration.
* Establish relationships with state colleges/universities or academic institutions in order to provide advance
degree program information to 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

• Designation of a mentor for each new teacher to the building. New teachers will be paired with a mentor from the same department for added support.
• Ongoing support from the mentor and administrative team.
• Common meeting times to discuss student/school data, best practices and lesson plans.
• Classroom and peer observations.

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 use the Tier 1 problem solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/ mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.
5. Ensure the students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students that fall under the requirements for Tier 3 intervention.
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet these goals. The MTSS Problem solving process is used to carry out, monitor and adjust if necessary, the support areas defined in the SIP.

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

Tier 1 (Leadership Team)
Gilberto Bonce, Principal
Milagro Arango, Assistant Principal of Curriculum
Pierre Edouard, Assistant Principal
Clinton Neilly, Assistant Principal
Bronwyn Drout, Reading Coach
Maria V. Alonso, Reading Department Chairperson
Bernie Fernandez, Special Education Chairperson
Ed McCrimmon, English for Speakers of Other Languages Chairperson

Lourdes Garcia, Gifted Education Coordinator
Lissette Arevalo, School Site Liaison
Unethia Fox, School Site Liaison Alternate
Christina Alvarez, Language Arts Chairperson
Marilyn Riggins, Mathematics Chairperson
Mercy Aycart, Science Chairperson
Maria Annone, Student Services
Dr. Ana Fernandez, School Psychologist
Lisa Truby, Social Worker
• In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The following members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Gilberto Bonce, Principal
Pierre Edouard, Assistant Principal
Clinton Neilly, Assistant Principal
Bronwyn Drout, Reading Coach
Ed McCrimmon, English for Speakers of Other Languages Chairperson
Lissette Arevalo, School Site Liaison
Unethia Fox, School Site Liaison Alternate
Maria Annone, Student Services
Dr. Ana Fernandez, School Psychologist
Lisa Truby, Social Worker
Tier 3
Members of the MTSS Leadership Team, Tier 2 Team, and parent/guardians make up the Tier 3 SST Problem Solving Team.

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

• Monthly Meetings
• Review of the Tier 1 and Tier 2 worksheets
• Review of the 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

Data Sources
ACADEMIC
• FAIR assessment (Progress Monitoring)
• Interim Assessments
• School-site mini assessments
• Student grades
• FCAT
• EOC's
BEHAVIOR
• Student Case Management System
• Detentions
• Referrals by student behavior
• Suspension/expulsions
• Attendance

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

The school may participate in the MTSS/RtI district professional development which consists of:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tier 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff may participate in the Florida RtI online training.
In addition, the MTSS/RtI Leadership Team will monitor the school's consensus, infrastructure, and implementation using
• RtI survey
• Tier 1 & Tier 2 Observation Checklist
• Problem-Solving Team Meeting Checklists
• Tier 1, 2, and 3 Critical Components checklist

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Weekend Program

Minutes added to school year: 2,700

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

Strategy Purpose(s)

• Instruction in core academic subjects

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

The data is collected through bi-weekly mini-assessments in order to monitor whether students are on target with the tested item specifications on each assessment they are being remediated for.

Who is responsible for monitoring implementation of this strategy?

The Leadership team, department chairpersons and reading coach.

Strategy: Summer Program

Minutes added to school year:

Students will have the opportunity to participate in the following:
• Summer School - students will be able to take intensive courses in Reading, Science and Math to assist
them in meeting the testing requirements of the state for graduation.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data is collected through bi-weekly mini-assessments to monitor if students are on target with the tested item specifications on each assessment they are being remediated for as well as class grades.

Who is responsible for monitoring implementation of this strategy?

The Leadership team during the summer program.

Literacy Leadership Team (LLT)

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

Name	Title
Gilberto D. Bonce	Principal
Milagro Arango	Assistant Principal
Pierre Edouard	Assistant Principal
Clinton Neilly	Assistant Principal
Bronwyn Drout	Reading Coach
Maria V. Alonso	Reading Department Chair
Anthony Balboa	Testing Chair
Servia Rindfleish	Business/Vocational Department Chair
Bernie Fernandez	Special Education Chair
Ed McCrimmon	ESOL Department Chair
Robin Lemo	Fine Arts Chair
Pamela Llorens	Co-Foreign Language Department Chair
Hilda Sosa	Co-Foreign Language Department Chair
Lourdes Garcia	Gifted Education Program Specialist
Christina Alvarez	Language Arts Chair
Marilyn Riggins	Mathematics Department Chair
Cindy Stafford	Media Specialist
Paola Raflowitz	Atheletic Director

Name	Title
Deborah Gormley	Magnet School of the Arts Chair
Mercy Aycart	Science Department Chair
Mary Galeri	Social Science Department Chair
Rodolfo Carbajales	Student Services Department Chair

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team and will meet monthly to review current reading strategies in order to ensure strategies are focused on across the curriculum and identify professional development and resources to assist teachers with reading strategies and other programs to address literacy. The team will also promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. As such initiatives, assessment, and observational data will be discussed during the meetings to assist the team in making instructional and programmatic decisions and develop interventions for students not meeting benchmarks and incentive programs for those who are meeting benchmarks and have the ability to move to the next level. Overall the team will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout the school's curriculum.

Major initiatives of the LLT

The main focus with the Literacy Leadership Team for the 2013-2014 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that are encouraged to be used are as follows:
* Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum. Introduce the prefix of the week along with vocabulary words that include the prefix across all disciplines.
* Introduce a school wide book of the month for all teachers, students, and stakeholders.
* Incorporate the blended curriculum to reflect the common core standards across the curriculum.
* Increase the student use of Reading Plus program by offering incentives to students.

Every Teacher Contributes to Reading Instruction

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

South Miami Senior High School has adopted a Prefix of the Week across curriculum so that teachers may contribute to student reading improvements. Professional development on implementing and using Reading strategies across curriculum are on-going. Guidelines and activities are being developed to assist teachers in linking the common core reading standards to their curriculum.
Teachers are encouraged to implement activities and bell ringers that include informational text passages, literary analysis, descriptive and figurative language, and rigorous vocabulary to assist in the categories of weakness as seen on the 2013 FCAT 2.0 results.
Word walls are also being implemented in some classrooms.

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

South Miami Senior High School currently offers a vast array of Industry Certification courses such as the ones listed below to prepare students for careers after high school.
• Culinary Arts
• Computer Networking
• CISCO
• Adobe Photoshop
• Carpentry
Aside from Industry Certification courses, South Miami Senior High School offers twenty-one Advanced Placement courses and four dual enrollment courses through collaboration with Florida International University. We also have magnet programs in; Art & Photography, Television Production, Music and Computer Science & Technology.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful
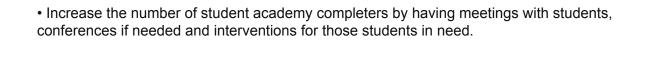
Counselors meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year. Students are tracked from the point they enter our school until they graduate to make sure that they are meeting the requirements needed to graduate high school and are taking courses relevant to the education/career field they are pursuing. Through the academies students are tracked through their interests and are teamed by teachers so that a relationship is formed between their academic courses and their applied courses. Our school College Assistance Program (CAP) counselor is also involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirement of the colleges/universities.
Academic and elective courses and requirement are reviewed with the students along with the pupil progression plan so that the students are aware of the four-year requirements for graduation.
The CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and University.
An academic rush week is held each year during the time of subject selections so that the students have an opportunity to get information about specific courses and speak directly with the teacher teaching the course. This provides students with the ability to fully understand the class requirements and demands before making a decision.

Strategies for improving student readiness for the public postsecondary level

The following are the strategies that will be implemented to improve student readiness:
• Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SAT's, ACT's and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
• Increase number and percentage of high school students graduating with industry certification.
• Increase student participation and performance in Advanced Placement (AP) and dual enrollment courses.
• Provide students with FCAT Saturday and after-school tutoring to increase assessment results.
• Provide students with mock AP exams and reviews to increase assessment results.
• Increase the number of 9th and 11th graders taking the PSAT to help them prepare for the SAT.
• Increase student participation in honors and gifted courses.

• Increase the number of student academy completers by having meetings with students, conferences if needed and interventions for those students in need.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	41%	No	57%
American Indian				
Asian				
Black/African American	41%	27%	No	47%
Hispanic	53%	41%	No	57%
White	58%	51%	No	63%
English language learners	31%	19%	No	38%
Students with disabilities	34%	23%	No	41%
Economically disadvantaged	49%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	239	20%	33%
Students scoring at or above Achievement Level 4	217	19%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

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)		68%	71%

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)	189	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	119	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	146	32%	39%

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.		69%	72%

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	335	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	44%	47%	Yes	50%
American Indian				
Asian				
Black/African American	44%	45%	Yes	50%
Hispanic	44%	46%	Yes	50%
White	45%	57%	Yes	51%
English language learners	43%	32%	No	49%
Students with disabilities	34%	24%	No	41%
Economically disadvantaged	44%	47%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		39%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		19%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		65%	69%
Students in lowest 25% making learning gains (EOC)		70%	73%

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.		53%	58%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	35%	39%
Students scoring at or above Achievement Level 4	47	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	27%	31%
Students scoring at or above Achievement Level 4	78	14%	16%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	192	35%	38%
Students scoring at or above Achievement Level 4	127	23%	24%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	125	5%	6%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	164	7%	9%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		87%	89%
Students taking one or more advanced placement exams for STEM-related courses	164	7%	9%
CTE-STEM program concentrators	389		395
Students taking CTE-STEM industry certification exams	190	9%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		89%	91%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	650	29%	31%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	162	7%	9%
Completion rate (%) for CTE students enrolled in *accelerated* courses		80%	82%
Students taking CTE industry certification exams	264	12%	14%
Passing rate (%) for students who take CTE industry certification exams		88%	90%
CTE program concentrators	264	12%	14%
CTE teachers holding appropriate industry certifications	5	5%	6%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	361	16%	15%
Students in ninth grade with one or more absences within the first 20 days	185	30%	28%
Students in ninth grade who fail two or more courses in any subject	170	27%	26%
Students with grade point average less than 2.0	418	19%	18%
Students who fail to progress on-time to tenth grade	15	2%	1%
Students who receive two or more behavior referrals	766	34%	33%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	547	24%	23%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	29	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	377	83%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	65	66%	68%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	464	66%	68%

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

We are a Title I school please refer to our schools Parent Involvement Plan (PIP).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. As seen on the results of the 2013 FCAT 2.0 41% of student scored at level 3 or higher and on the 2013 FAA 50% of students scored level 4 or higher. Our goal on the 2014 FCAT 2.0 Reading is for 44% of students to score at Level 3 or above.

G2. For 2012 69% of on-time graduates scored "college ready" on the Postsecondary Readiness Test (PERT) and/or any college placement test. Our goal on the 2014 PERT is for 72% of students to score at postsecondary readiness.

G3. On the 2013 FCAT 2.0 Writing 60% of students scored 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 64% of students to score 3.5 or above, an increase of 4 percentage points.

G4. As noted on the 2013 Mathematics Assessment 47% of students scored at level 3 or above and on the 2013 FAA 53% of students scored at level 4 or above. Our goal for the 2014 Mathematics assessment is for 49% of students to score at Level 3 or above.

G5. For 2013 53% of on-time graduates achieved college ready scores in Math on the Postsecondary Education Readiness Test (PERT) or any other college placement test. Our goal on the 2014 Math PERT is for 58% of students to score at postsecondary readiness.

G6. On the 2013 Algebra I EOC 47% of students scored at Level 3 and above. Our goal on the 2014 Algebra EOC is for 49% of students to score at Level 3 or above, an increase of 2 percentage points.

G7. On the 2013 Geometry EOC 41% of students scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 47% of students to score at Level 3 or above, an increase of 6 percentage points.

G8. On the 2013 Biology EOC 58% of students scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 62% of students to score at Level 3 or above, and increase of 4 percentage points.

G9. In 2013, 5 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 7 percent.

G10. In 2013, 89 percent of students passed a CTE exam in either ServSafe, Trades, and exam. Our goal for the 2014 is for 91 percent of students to pass a CTE exam, an increase of 2 percentage point.

G11. On the 2013 U.S. History EOC, 21% of students scored in the upper third (Level 4 & 5). Our goal on the 2014 U.S. History EOC is for 24% of students to score in the upper third, and increase of 3 percentage points.

G12. In 2013, 16 % of students were missing 10 percent of more of instructional time, 34% were receiving behavioral referrals and 24% of the referrals led to suspension. Our goal for 2014 is to decrease by 1 percentage point in each category.

G13. In 2013, 1% of students dropped out, 83% graduated in four years and 66% of at-risk students graduated in four years. Our goal for 2014 is to maintain our drop-out rate percentage and increase on time graduates and at-risk by 2 percentage points.

Goals Detail

G1. As seen on the results of the 2013 FCAT 2.0 41% of student scored at level 3 or higher and on the 2013 FAA 50% of students scored level 4 or higher. Our goal on the 2014 FCAT 2.0 Reading is for 44% of students to score at Level 3 or above.

Targets Supported

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

Resources Available to Support the Goal

- Jamestown Reading Navigator (JRN), Reading Plus, Teenbiz

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

- Performance data for students scoring at level 4 or above on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

- Performance data for students in the ELL, Black, White, Hispanic, Students with Disabilities (SWD), English Language Learners (ELL) and Economically Disadvantaged (ED) subgroups indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to student weaknesses in vocabulary and reading application.

- The area of deficiency as noted on the 2013 FAA assessments for students scoring 4-6 was Reading due to limited exposure to graphic organizers and read-aloud activities.

- The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

- The area of deficiency for students in the lowest 25% subgroup not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

- The area of deficiency as noted on the 2013 FAA assessments for students scoring 7 and above was Reading due to limited exposure to graphic organizers and read-aloud activities.

- The area of deficiency as noted on the 2013 CELLA was the category of Listening & Speaking due to students having limited opportunity to speak in English outside of the classroom.

- The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students having limited opportunity to read and use reading strategies in English outside of the classroom.

- The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

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

G2. For 2012 69% of on-time graduates scored "college ready" on the Postsecondary Readiness Test
(PERT) and/or any college placement test. Our goal on the 2014 PERT is for 72% of students to score at
postsecondary readiness.

Targets Supported
- Reading (Postsecondary Readiness)

Resources Available to Support the Goal
- Saturday Academy Tutoring, SAT/ACT/PERT Bell-ringers

Targeted Barriers to Achieving the Goal
- Students have limited exposure to test preparation activities within the school day due to the
  school's six period and remediation schedule.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from the PERT, SAT and/or ACT.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Summative Assessments: Results of the PERT, SAT, and or ACT for on-time graduates.

G3. On the 2013 FCAT 2.0 Writing 60% of students scored 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 64% of students to score 3.5 or above, an increase of 4 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Rubrics,

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim and FCAT 2.0 Writing

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Writing FCAT 2.0

G4. As noted on the 2013 Mathematics Assessment 47% of students scored at level 3 or above and on the 2013 FAA 53% of students scored at level 4 or above. Our goal for the 2014 Mathematics assessment is for 49% of students to score at Level 3 or above.

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

Resources Available to Support the Goal
- Pearson Series, Saturday Academy, Geometry Sketchpad

Targeted Barriers to Achieving the Goal
- The English Language Learners (ELL) and Students with Disabilities (SWD) subgroups did not make their AMO on the 2013 FCAT. 49% of student in the ELL subgroup and 41% of student in the SWD subgroup will score at 3 or above on the 2014 Math FCAT.
- The area of deficiency on the 2013 FAA for students scoring levels 4 through 6 in Mathematics was due to limited exposure to solving real-world problems.
- The area of deficiency on the 2013 FAA for students scoring level 7 or above was due to limited exposure to solving real-world problems and situations.
- 70% of student in the lowest 25% in Math made learning gains. 73% of student in the lowest 25% in Math will make gains for 2014. The area of deficiency noted was in Category 1: Linear Equations.
- 65% of all students made learning gains in Math. 69% of all students will make learning gains in Math for 2014. The area of deficiency noted was in Category 1: Linear Equations.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Math EOC's

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment - District Interim Assessments Summative Assessment - Results for the 2014 EOC's

G5. For 2013 53% of on-time graduates achieved college ready scores in Math on the Postsecondary Education Readiness Test (PERT) or any other college placement test. Our goal on the 2014 Math PERT is for 58% of students to score at postsecondary readiness.

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

Resources Available to Support the Goal
- Saturday Academy Tutoring, SAT/ACT/PERT Bell-ringers

Targeted Barriers to Achieving the Goal
- Students have limited exposure to test preparation activities within the school day.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from the PERT, SAT and/or ACT.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: Curriculum Based assessments Summative Assessments: Results of the SAT, ACT and or PERT.

G6. On the 2013 Algebra I EOC 47% of students scored at Level 3 and above. Our goal on the 2014 Algebra EOC is for 49% of students to score at Level 3 or above, an increase of 2 percentage points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Pearson Series, Mini-Lessons, Word Walls

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC, Level 3 students had the most difficulty with Functions, Linear Equations, and Inequalities due to limited practice of graphing linear equations.

- Students experience great difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra I EOC level 4 and 5 students had the most difficulty with Functions, Linear Equations, and Inequalities.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim assessments and EOC.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Summative Assessment: Results for the 2014 Algebra I EOC

G7. On the 2013 Geometry EOC 41% of students scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 47% of students to score at Level 3 or above, an increase of 6 percentage points.

Targets Supported
- Math (High School)
- Geometry EOC

Resources Available to Support the Goal
- Geometry Sketchpad, Vocabulary Walls

Targeted Barriers to Achieving the Goal
- According to the 2013 Geometry EOC students scoring at level 3 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on reasoning and constructing deductive proofs.
- According to the 2013 Geometry EOC students at level 4 and 5 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on applying geometric concepts in modeling real-world situations.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

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

G8. On the 2013 Biology EOC 58% of students scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 62% of students to score at Level 3 or above, and increase of 4 percentage points.

Targets Supported
- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Gizmos, HOT Labs, In -house Biology Intervention Website, Benchmark Assessments/Mini-Reviews, NBC Science (Discovery)

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Biology EOC, level 3 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.
- According to the results of the 2013 Biology EOC, level 4 and 5 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional practice on inquiry based activities that make connections to real-life experiences.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Biology EOC

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Summative Assessment; Results of the 2014 Biology EOC

G9. In 2013, 5 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 7 percent.

Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- Fairchild Challenge, Robotics Competition, Youth Fair Exhibit

Targeted Barriers to Achieving the Goal

- Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and the results of the FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interim Assessments Summative Assessments: Results for the 2014 FCAT 2.0

G10. In 2013, 89 percent of students passed a CTE exam in either ServSafe, Trades, and exam. Our goal for the 2014 is for 91 percent of students to pass a CTE exam, an increase of 2 percentage point.

Targets Supported
- CTE

Resources Available to Support the Goal
- Software, Competitions & Fairs

Targeted Barriers to Achieving the Goal
- One area of deficiency is a lack of students enrolling in CTE courses due to limited knowledge about CTE-STEM courses.
- CTE teachers need instruction in preparing students for industry certification exams, using data for instruction.
- Low enrollment in intermediate and advanced courses for students to become completers.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from the interim assessments and FCAT 2.0

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - Results for FCAT 2.0 and AP exams

G11. On the 2013 U.S. History EOC, 21% of students scored in the upper third (Level 4 & 5). Our goal on the 2014 U.S. History EOC is for 24% of students to score in the upper third, and increase of 3 percentage points.

Targets Supported
- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the middle third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries.
- The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the upper third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

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

G12. In 2013,16 % of students were missing 10 percent of more of instructional time, 34% were receiving behavioral referrals and 24% of the referrals led to suspension. Our goal for 2014 is to decrease by 1 percentage point in each category.

Targets Supported
- EWS
- EWS - High School

Resources Available to Support the Goal
- Grade Level Conferences, Attendance/Behavior Contracts, Attendance Incentives

Targeted Barriers to Achieving the Goal
- There are limited opportunities to provide Freshman experiences courses in the schedule.
- There are limited opportunities to recognize student for daily attendance and satisfactory achievement.
- Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Analyze and monitor COGNOS reports and student failure logs.

G13. In 2013, 1% of students dropped out, 83% graduated in four years and 66% of at-risk students graduated in four years. Our goal for 2014 is to maintain our drop-out rate percentage and increase on time graduates and at-risk by 2 percentage points.

Targets Supported

- EWS

- EWS - Graduation

Resources Available to Support the Goal

- ConnectEdu, Remind101, Edmodo, CommonApp

Targeted Barriers to Achieving the Goal

- At-risk students are not enrolling in alternate or remediation programs as such they are dropping out.

- Students lack the motivation to become active participants in their education and fail to see the relevance of established graduation requirements.

Plan to Monitor Progress Toward the Goal

Follow FCIM data using at-risk and Federal graduation rates.

Person or Persons Responsible

MTS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 At-risk graduation rate. 2014 Federal Graduation rate.

Action Plan for Improvement

Problem Solving Key

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

G1. As seen on the results of the 2013 FCAT 2.0 41% of student scored at level 3 or higher and on the 2013 FAA 50% of students scored level 4 or higher. Our goal on the 2014 FCAT 2.0 Reading is for 44% of students to score at Level 3 or above.

G1.B1 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Analyze and monitor student data using appropriate screening, diagnostics, progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site generated assessments including benchmarks.

Facilitator:

Ms. Arango, Ms. C. Alvarez Ms. Drout

Participants:

Teachers

Action Step 2

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and sufficient; identify false statements and fallacious reasoning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B2 Performance data for students scoring at level 4 or above on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

G1.B2.S1 Provide students with enrichment opportunities to use informational text to strengthen arguments to support their answers when related to real world scenarios.

Action Step 1

Students will use real-world documents such as how-to articles, brochures, and fliers to locate interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and sufficient.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments.

G1.B3 Performance data for students in the ELL, Black, White, Hispanic, Students with Disabilities (SWD), English Language Learners (ELL) and Economically Disadvantaged (ED) subgroups indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to student weaknesses in vocabulary and reading application.

G1.B3.S1 Provide opportunities for student exposure to word walls, informational text analysis, and reading application through all content areas.

Action Step 1

Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions to information text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Teachers may develop word walls and use reciprocal teaching strategies to assist students with vocabulary retention. Encourage students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G1.B4 The area of deficiency as noted on the 2013 FAA assessments for students scoring 4-6 was Reading due to limited exposure to graphic organizers and read-aloud activities.

G1.B4.S1 Provide opportunities for students to use supplemental resources and repetition to support growth.

Action Step 1

Use of picture walks to assist students in making predictions of a reading selection.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

Action Step 2

Use of read aloud, auditory tapes, and text readers that provide print with visuals or symbols for student use.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Access Points

G1.B5 The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

G1.B5.S1 Provide opportunities for students to use informational text to strengthen arguments to support their answers.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

Action Step 2

Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

Action Step 3

Students will be provided with the opportunity to attend tutoring sessions through Saturday Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Saturdays

Evidence of Completion

Student work and site generated assessments including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Test and Interim Assessments

G1.B6 The area of deficiency for students in the lowest 25% subgroup not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

G1.B6.S1 Provide opportunities for students to use informational text to strengthen arguments to support their answers.

Action Step 1

Analyze and monitor student data using progress monitoring, data reports, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, student data chat forms and site generated assessments, including benchmarks.

Action Step 2

Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments, including benchmarks.

Action Step 3

Provide opportunities for students to attend the Saturday Academy - tutoring program in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments,

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments.

G1.B7 The area of deficiency as noted on the 2013 FAA assessments for students scoring 7 and above was Reading due to limited exposure to graphic organizers and read-aloud activities.

G1.B7.S1 Provide students with opportunities for read-aloud activities.

Action Step 1

Students will be guided to read fiction, nonfiction, and informational text to identify the differences of each.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Students will be guided to recognize details and what happened in read-aloud stories along with informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Access points

G1.B8 The area of deficiency as noted on the 2013 CELLA was the category of Listening & Speaking due to students having limited opportunity to speak in English outside of the classroom.

G1.B8.S1 Provide opportunities for students to participate in group reports and projects.

Action Step 1

Students will work together in small groups on specific class projects that encourage students to develop linguistic skills. Students will take turns presenting segments of the project to the class.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site based generated assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments.

G1.B9 The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students having limited opportunity to read and use reading strategies in English outside of the classroom.

G1.B9.S1 Provide opportunities for students to do read-aloud.

Action Step 1

Students should be provided with read-aloud activities and use reading illustrations to encourage prediction and interpretation of the text. Help students relate what they are reading to their own experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Student Portfolio's

Plan to Monitor Effectiveness of G1.B9.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G1.B10 The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

G1.B10.S1 Provide opportunities for students to practice the process of planning, drafting, revising, editing and publishing in writing assignments.

Action Step 1

Students will be exposed to writing activities using graphic organizers to arrange information and label key concepts when writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test, Student Work and Interim Assessments.

Plan to Monitor Effectiveness of G1.B10.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Tests/Quizzes and Interim Assessments.

G2. For 2012 69% of on-time graduates scored "college ready" on the Postsecondary Readiness Test (PERT) and/or any college placement test. Our goal on the 2014 PERT is for 72% of students to score at postsecondary readiness.

G2.B1 Students have limited exposure to test preparation activities within the school day due to the school's six period and remediation schedule.

G2.B1.S1 Provide opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

Action Step 1

Provide opportunities for students to attend the Saturday Academy - tutoring program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated Assessments

Action Step 2

Provide English 4: College Prep courses for student preparation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and SAT, ACT or PERT results

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: College Readiness Assessments

G2.B1.S2 Provide opportunity for students to attend an Intensive Saturday Academy program on PERT, SAT and ACT test in the Reading Sections.

Action Step 1

Provide students with online and paperback resources/tutoring for attaining College Readiness scores on the PERT, SAT and or ACT.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Saturdays

Evidence of Completion

Quizzes/Test and SAT, ACT or PERT results.

Plan to Monitor Effectiveness of G2.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: College Ready Assessments

G3. On the 2013 FCAT 2.0 Writing 60% of students scored 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 64% of students to score 3.5 or above, an increase of 4 percentage points.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

G3.B1.S1 Provide students with opportunities to use the writing process and peer editing strategies in order to express ideas and critical analysis.

Action Step 1

Students should be provided with the opportunity to use revising/editing charts, teacher conferencing, and peer editing through collaborative oral discussions to build on each other's thoughts and ideas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated writing assessments.

Action Step 2

During writing instruction, students will use a graphic organizer / plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and facts) to develop organization and elaboration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated writing assessments.

Facilitator:

Ms. C. Alvarez Ms. Drout

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments Writing Prompts - Rubric

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Writing Prompts, Quizzes/Tests and Interim Assessments.

G4. As noted on the 2013 Mathematics Assessment 47% of students scored at level 3 or above and on the 2013 FAA 53% of students scored at level 4 or above. Our goal for the 2014 Mathematics assessment is for 49% of students to score at Level 3 or above.

G4.B1 The English Language Learners (ELL) and Students with Disabilities (SWD) subgroups did not make their AMO on the 2013 FCAT. 49% of student in the ELL subgroup and 41% of student in the SWD subgroup will score at 3 or above on the 2014 Math FCAT.

G4.B1.S1 Students lack the content vocabulary skills needed to solve problem based questions.

Action Step 1

Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: develop mathematical vocabulary for all students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Pearson Series, Quizzes/Tests and Interim Assessments.

G4.B1.S2 Bell-ringer, mini-assessments and review strategies are being modified to more accurately depict content of the strands.

Action Step 1

Students will be provided with bell-ringers and mini-assessments to target the areas of deficiencies identified in the Winter Interim.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Mini-Assessments

Plan to Monitor Effectiveness of G4.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Pearson Series, Quizzes/Tests and Mini-Assessments

G4.B2 The area of deficiency on the 2013 FAA for students scoring levels 4 through 6 in Mathematics was due to limited exposure to solving real-world problems.

G4.B2.S1 Provide students with the opportunities to use hands on activities to solve mathematical problems and relate them to real world scenarios.

Action Step 1

Students will solve real-world problems involving objects with two-and-three dimensional shaped figures and match the results to the correct answer to determine accuracy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G4.B3 The area of deficiency on the 2013 FAA for students scoring level 7 or above was due to limited exposure to solving real-world problems and situations.

G4.B3.S1 Provide opportunities for students to solve real-world problems using hands-on approach.

Action Step 1

Students will match two or more objects with three-dimensional solids based on a given feature in real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments.

Action Step 2

Students will identify simple ratio, such as 1 to 2, to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests

Plan to Monitor Effectiveness of G4.B3.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Test and Interim Assessments.

G4.B4 70% of student in the lowest 25% in Math made learning gains. 73% of student in the lowest 25% in Math will make gains for 2014. The area of deficiency noted was in Category 1: Linear Equations.

G4.B4.S1 Provide opportunities for students to practice problem based equations on linear functions.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chat sheets, site generated assessments.

Action Step 3

Provide opportunities for students to attend the Saturday Academy - tutoring program in mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G4.B4.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G4.B5 65% of all students made learning gains in Math. 69% of all students will make learning gains in Math for 2014. The area of deficiency noted was in Category 1: Linear Equations.

G4.B5.S1 Provide opportunities for students to practice problem based equations on linear functions.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment.

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chat sheets, and site generated assessment.

Plan to Monitor Fidelity of Implementation of G4.B5.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B5.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments.

G5. For 2013 53% of on-time graduates achieved college ready scores in Math on the Postsecondary Education Readiness Test (PERT) or any other college placement test. Our goal on the 2014 Math PERT is for 58% of students to score at postsecondary readiness.

G5.B1 Students have limited exposure to test preparation activities within the school day.

G5.B1.S1 Provide opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

Action Step 1

Provide Math for College Readiness courses for student preparation

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Teachers are encouraged to introduce bell-ringers, lessons, and activities that are aligned with the PERT assessment math categories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and site-based assessments.

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests

G5.B1.S2 Provide the opportunity for students to attend an Intensive tutoring program during the Saturday Academy for Mathematics.

Action Step 1

Provide students with intensive remediation activities in Mathematics in order to obtain College Readiness scores on the PERT and/or ACT.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing / Saturdays

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and site-based assessments.

Plan to Monitor Effectiveness of G5.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests

G6. On the 2013 Algebra I EOC 47% of students scored at Level 3 and above. Our goal on the 2014 Algebra EOC is for 49% of students to score at Level 3 or above, an increase of 2 percentage points.

G6.B1 According to the 2013 Algebra I EOC, Level 3 students had the most difficulty with Functions, Linear Equations, and Inequalities due to limited practice of graphing linear equations.

G6.B1.S1 Provide opportunities for students to practice problem based equations on linear functions.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Pearson Series, Quizzes/Tests and Interim Assessments.

G6.B1.S2 Provide opportunities for students to practice EOC style questions and assessments.

Action Step 1

Infuse NGSSS style questions on all assessment and use with EOC Item Specs along with reviewed district assessments to develop class assignments using EOC format and content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generate assessments.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Pearson Series, Quizzes/Tests and Mini-Assessments.

G6.B2 Students experience great difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra I EOC level 4 and 5 students had the most difficulty with Functions, Linear Equations, and Inequalities.

G6.B2.S1 Provide opportunities for students to increase problem based learning and applications when solving linear equations.

Action Step 1

Students will be provided with opportunities to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G6.B2.S2 Provide students with the opportunity to use the computer lab to access Algebra I tutorial programs.

Action Step 1

Rotation of Algebra I students into the math lab to assist students in familiarizing themselves with computer based testing via the utilization of the ePat Launcher and the Pearson program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Mini-assessments

Plan to Monitor Effectiveness of G6.B2.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Pearson Series, Quizzes/Tests and Interim Assessments.

G7. On the 2013 Geometry EOC 41% of students scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 47% of students to score at Level 3 or above, an increase of 6 percentage points.

G7.B1 According to the 2013 Geometry EOC students scoring at level 3 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on reasoning and constructing deductive proofs.

G7.B1.S1 Provide opportunities to students to practice two -dimensional geometry problems through assignments that requires students to prove properties of triangles and quadrilaterals.

Action Step 1

Provide opportunities for students to practice the content to identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide opportunities for students to provide statements and reasons in formal and informal proofs of a geometric idea and provide an example that supports a conjecture.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments

G7.B2 According to the 2013 Geometry EOC students at level 4 and 5 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on applying geometric concepts in modeling real-world situations.

G7.B2.S1 Provide opportunities for students to practice applying transformations in two dimensional geometry.

Action Step 1

Students will have increased opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture. They will apply transformations to polygons to determine congruence, similarity, and symmetry in mathematics and real-world contexts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Provide opportunities for students to master the content so they will be able to identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical and real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessmnts

G8. On the 2013 Biology EOC 58% of students scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 62% of students to score at Level 3 or above, and increase of 4 percentage points.

G8.B1 According to the results of the 2013 Biology EOC, level 3 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.

G8.B1.S1 Provide opportunities for students to do activities on molecular biology in order to understand the complex cycles and vocabulary within the context.

Action Step 1

Infuse reading strategies and the common core reading standards through the reading of science passages and released EOC questions to provide students with the opportunity to understand and analyze scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Implement the use of HOT labs and the use of the writing science rubric for lab reports to focus on higher order thinking questions and the detailed writing in the data analysis and conclusion sections.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment - Quizzes/Tests, Site-generated mini-assessments, and Interim assessments.

G8.B2 According to the results of the 2013 Biology EOC, level 4 and 5 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional practice on inquiry based activities that make connections to real-life experiences.

G8.B2.S1 Provide opportunities for students to do more project and inquiry based learning.

Action Step 1

Offer enrichment opportunities such as the Fairchild Challenge, SECME, Science & Engineering Fair, science clubs and scientific research.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments. Placement results in competitions and fairs.

Action Step 2

Increase students' abilities to articulate through narrative or annotated visual representations on how scientific explanations are refined or revised and relate them to real-world examples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments.

Plan to Monitor Effectiveness of G8.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G9. In 2013, 5 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 7 percent.

G9.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

G9.B1.S1 Provide opportunities for students to participate in rigorous and challenging coursework and/or activities.

Action Step 1

Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards/Common Core as delineated in the District Pacing Guides

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

CTE Teachers

Participants:

Teachers

Action Step 3

Participation of students in the Fairchild Challenge, Science Bowls, Youth Fair and Robotics Competition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and competition/fair placements.

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

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

Person or Persons Responsible

Leadership and STEM Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Quizzes/Test and Interim Assessments

G10. In 2013, 89 percent of students passed a CTE exam in either ServSafe, Trades, and exam. Our goal for the 2014 is for 91 percent of students to pass a CTE exam, an increase of 2 percentage point.

G10.B1 One area of deficiency is a lack of students enrolling in CTE courses due to limited knowledge about CTE-STEM courses.

G10.B1.S1 Promote the effective use of high order questions and rigorous activities in the CTE classrooms

Action Step 1

Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during competitions (FBLA, SECME, etc...) and other events such as Fairchild Challenge, Miami Dade Youth Fair, Robotics Competition, etc...

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments

G10.B2 CTE teachers need instruction in preparing students for industry certification exams, using data for instruction.

G10.B2.S1 CTE department works with administration to set up goals, reviewing pacing of preparation materials and set up test schedule using student data.

Action Step 1

Provide students with the opportunity to track their progress throughout the CTE course and assessments. Students will be group according to strengths and weaknesses using the assessment data.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests Industry Certification Testing Reports

Plan to Monitor Effectiveness of G10.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quizzes/Tests Industry Certification Testing Reports

G10.B3 Low enrollment in intermediate and advanced courses for students to become completers.

G10.B3.S1 Promote CTE awareness, through activities such as Academic/Career Fairs, Open House and activities with feeder pattern schools.

Action Step 1

Encourage the enhancement of the intermediate and advanced CTE curriculum using Project Based Learning with current students and relate it to career opportunities in the work field.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased interest and inquiry from students for advanced courses.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student schedules and subject selections.

Plan to Monitor Effectiveness of G10.B3.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Subject Selection Quizzes/Tests CTE subject exams

G11. On the 2013 U.S. History EOC, 21% of students scored in the upper third (Level 4 & 5). Our goal on the 2014 U.S. History EOC is for 24% of students to score in the upper third, and increase of 3 percentage points.

G11.B1 The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the middle third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries.

G11.B1.S1 Provide opportunities for students to examine opposing points of view on a variety of historical issues.

Action Step 1

Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generate assessments.

Action Step 2

Provide students with access to the school-produced US History website that includes resources and activities that students can use and complete that target the missed benchmarks in order to maximize content strengths and areas in need of performance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generate assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G11.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessment: Quizzes/Test and Interim Assessments.

G11.B2 The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the upper third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries.

G11.B2.S1 Provide opportunities for students to examine opposing points of view on a variety of historical issues.

Action Step 1

Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of improvement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, and students data chat forms.

Action Step 2

Provide students with opportunities to discuss, values, complexities, and dilemmas involved in social, political and economic issues in history; assist students in developing well-reasoned positions on issues.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments.

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quizzes/Test and Interim Assessments

G12. In 2013,16 % of students were missing 10 percent of more of instructional time, 34% were receiving behavioral referrals and 24% of the referrals led to suspension. Our goal for 2014 is to decrease by 1 percentage point in each category.

G12.B1 There are limited opportunities to provide Freshman experiences courses in the schedule.

G12.B1.S1 Provide opportunities for students to track their academic progress through high school.

Action Step 1

Provide 9th grade students with transition assistance through semester assemblies.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and semester grades.

Action Step 2

Student services will visit World History courses to review the pupil progression plan with emphasis on grade level promotion and graduation requirements.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Twice per school year.

Evidence of Completion

Student work and semester grades.

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

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

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Nine week grades and student progress.

Plan to Monitor Effectiveness of G12.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Nine-week grades and parent contact logs.

G12.B2 There are limited opportunities to recognize student for daily attendance and satisfactory achievement.

G12.B2.S1 Increase incentive programs for 9th graders with good attendance which include but are not limited to awards programs, SPOT Success, field trips, etc...

Action Step 1

Recognize students with perfect attendance through classroom programs such as Student of the Month, Attendance Certificates, Attendance Walls, etc...

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student awards

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student awards

Plan to Monitor Effectiveness of G12.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Incentive Log

G12.B3 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G12.B3.S1 Provide opportunities for students and parents to review the Student Code of Conduct.

Action Step 1

Grade level assemblies will be held to review the Student Code of Conduct and answer any questions they students may have.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Beginning of school year.

Evidence of Completion

Student contracts.

Action Step 2

Student services along with the Parent Academy will provide parents and students training on the student code of conduct and the consequences for non-compliance.

Person or Persons Responsible

Student Services & Parent Academy

Target Dates or Schedule

October 2013

Evidence of Completion

Parent sign-in sheets.

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Cognos reports and suspension logs will be monitored.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly administrative reports.

Plan to Monitor Effectiveness of G12.B3.S1

Monitoring of COGNOS and suspension reports.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meetings and review of suspension logs.

G13. In 2013, 1% of students dropped out, 83% graduated in four years and 66% of at-risk students graduated in four years. Our goal for 2014 is to maintain our drop-out rate percentage and increase on time graduates and at-risk by 2 percentage points.

G13.B1 At-risk students are not enrolling in alternate or remediation programs as such they are dropping out.

G13.B1.S1 Provide opportunities for students to enroll in remediation programs.

Action Step 1

Maintain a database, identify and meet with at-risk students to discussion graduation options, credit recovery programs and ensure enrollment in recommended programs.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in credit recovery programs and attendance logs.

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

Monitoring of Attendance logs.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Course completion with passing grade report.

Plan to Monitor Effectiveness of G13.B1.S1

Enrollment and attendance logs in recovery programs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Course completion and recovery logs.

G13.B2 Students lack the motivation to become active participants in their education and fail to see the relevance of established graduation requirements.

G13.B2.S1 Provide opportunities for students to track academic progress towards graduation.

Action Step 1

Senior Parent Night and subsequent At-risk Nights to ensure parents and students are apprised of their current graduation status and the resources available to them. Counselors will meet with seniors on a quarterly basis to distribute credit histories, recommend interventions and course recovery options.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Beginning of school year.

Evidence of Completion

Attendance logs and senior contracts.

Action Step 2

Senior class academic presentations are done every semester to monitor student process towards graduation.

Person or Persons Responsible

Student Services & Curriculum AP

Target Dates or Schedule

Per Semester

Evidence of Completion

Attendance Log and Senior Progress Check-Off.

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

Student progress monitoring reports.

Person or Persons Responsible

Leadership Team & Student Services

Target Dates or Schedule

Per Semester

Evidence of Completion

Student grades and course completion. (gradebook)

Plan to Monitor Effectiveness of G13.B2.S1

Attendance and student progress monitoring reports.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-montly

Evidence of Completion

Student history reports.

Coordination and Integration

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

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

* Title I, Part A
Services are provided to ensure South Miami Senior High School students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, credit recovery programs, Cobra Saturday Academy and summer school through Southwest Adult Education Center. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. South Miami Senior High School's Leadership Team and Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
* Title I, Part C- Migrant
South Miami Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
* Title I, Part D
South Miami Senior High receives funds from the district to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
* Title II
South Miami Senior High uses supplemental funds provided through the district for improvement of basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation as well as Lesson Study Group implementation and protocols.
* Title III
Services are provided by South Miami Senior High school through ELL district support services to improve the education of immigrant and English Language Learners. Services include tutorial programs, parent outreach activities, professional development, best practices for ESOL teachers, reading and supplementary instructional materials, and materials and hardware/software for the development of language and literacy skills in Reading, Mathematics and Science.
* Title VI, Part B – N/A
* Title X- Homeless
South Miami Senior High social worker provides resources for students and parents such as school supplies and social services referrals.
* Supplemental Academic Instruction (SAI)
South Miami Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

* Violence Prevention Programs
South Miami Senior High School offers non-violence and anti-drug programs to students that incorporate counseling, peer mediation, and mentoring. Specific programs include: Students Against Destructive Decisions (SADD), Drug Free Youth in Town program (DFYIT), and the South Miami Drug Free Coalition.
* Nutrition Programs
1) South Miami Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education at South Miami Senior High School.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
* Housing Programs - N/A
* Head Start - N/A
* Adult Education
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery purposes.
* Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
* Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.
* Job Training - N/A
* Other:
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to South Miami Senior High school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement such as Parent Workshops on: Understanding the Parent Portal, Understanding the FCAT, How to apply for college, etc...
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. As seen on the results of the 2013 FCAT 2.0 41% of student scored at level 3 or higher and on the 2013 FAA 50% of students scored level 4 or higher. Our goal on the 2014 FCAT 2.0 Reading is for 44% of students to score at Level 3 or above.

G1.B1 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

PD Opportunity 1

Analyze and monitor student data using appropriate screening, diagnostics, progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Facilitator

Ms. Arango, Ms. C. Alvarez Ms. Drout

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site generated assessments including benchmarks.

G3. On the 2013 FCAT 2.0 Writing 60% of students scored 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 64% of students to score 3.5 or above, an increase of 4 percentage points.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

G3.B1.S1 Provide students with opportunities to use the writing process and peer editing strategies in order to express ideas and critical analysis.

PD Opportunity 1

During writing instruction, students will use a graphic organizer / plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and facts) to develop organization and elaboration.

Facilitator

Ms. C. Alvarez Ms. Drout

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated writing assessments.

G9. In 2013, 5 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 7 percent.

G9.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

G9.B1.S1 Provide opportunities for students to participate in rigorous and challenging coursework and/or activities.

PD Opportunity 1

Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.

Facilitator

CTE Teachers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	As seen on the results of the 2013 FCAT 2.0 41% of student scored at level 3 or higher and on the 2013 FAA 50% of students scored level 4 or higher. Our goal on the 2014 FCAT 2.0 Reading is for 44% of students to score at Level 3 or above.	$2,000
G2.	For 2012 69% of on-time graduates scored "college ready" on the Postsecondary Readiness Test (PERT) and/or any college placement test. Our goal on the 2014 PERT is for 72% of students to score at postsecondary readiness.	$2,000
G4.	As noted on the 2013 Mathematics Assessment 47% of students scored at level 3 or above and on the 2013 FAA 53% of students scored at level 4 or above. Our goal for the 2014 Mathematics assessment is for 49% of students to score at Level 3 or above.	$2,000
G9.	In 2013, 5 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 7 percent.	$600
	Total	$6,600

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
EESAC	$6,000	$600	$6,600
Total	$6,000	$600	$6,600

Budget Details

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

G1. As seen on the results of the 2013 FCAT 2.0 41% of student scored at level 3 or higher and on the 2013 FAA 50% of students scored level 4 or higher. Our goal on the 2014 FCAT 2.0 Reading is for 44% of students to score at Level 3 or above.

G1.B5 The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

G1.B5.S1 Provide opportunities for students to use informational text to strengthen arguments to support their answers.

Action Step 3

Students will be provided with the opportunity to attend tutoring sessions through Saturday Academy.

Resource Type

Evidence-Based Program

Resource

Inntervention Strategy

Funding Source

EESAC

Amount Needed

$2,000

G2. For 2012 69% of on-time graduates scored "college ready" on the Postsecondary Readiness Test (PERT) and/or any college placement test. Our goal on the 2014 PERT is for 72% of students to score at postsecondary readiness.

G2.B1 Students have limited exposure to test preparation activities within the school day due to the school's six period and remediation schedule.

G2.B1.S1 Provide opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

Action Step 1

Provide opportunities for students to attend the Saturday Academy - tutoring program.

Resource Type

Evidence-Based Program

Resource

Intervention Strategy

Funding Source

EESAC

Amount Needed

$2,000

G4. As noted on the 2013 Mathematics Assessment 47% of students scored at level 3 or above and on the 2013 FAA 53% of students scored at level 4 or above. Our goal for the 2014 Mathematics assessment is for 49% of students to score at Level 3 or above.

G4.B4 70% of student in the lowest 25% in Math made learning gains. 73% of student in the lowest 25% in Math will make gains for 2014. The area of deficiency noted was in Category 1: Linear Equations.

G4.B4.S1 Provide opportunities for students to practice problem based equations on linear functions.

Action Step 3

Provide opportunities for students to attend the Saturday Academy - tutoring program in mathematics.

Resource Type

Evidence-Based Program

Resource

Saturday Academy Tutoring

Funding Source

EESAC

Amount Needed

$2,000

G9. In 2013, 5 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 7 percent.

G9.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

G9.B1.S1 Provide opportunities for students to participate in rigorous and challenging coursework and/or activities.

Action Step 3

Participation of students in the Fairchild Challenge, Science Bowls, Youth Fair and Robotics Competition.

Resource Type

Evidence-Based Materials

Resource

Funding Source

EESAC

Amount Needed

$600