



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Park High School
3400 NW 135TH ST
Opa Locka, FL 33054
305-720-2995
<http://yourdiplomayourway.com/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

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

North Park High School

Principal

Carlos del Cuadro/GB - Maria Reguiero

School Advisory Council chair

Mr. Rolando Ortega

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

Name	Title
Carlos M. del Cuadro	Principal
Michael Rivera	Assistant Principal
Ana Guerrero	Reading Teacher
Evelyn Angel	ESE Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

principal -1; assistant principal -1; teachers – 3; business community representative - 1; parents – 2, student – 1; student alternate - 1

Involvement of the SAC in the development of the SIP

The involvement of the SAC includes ideas and suggestions made after viewing the data in the different areas regarding our School Improvement Plan. There was an emphasis on additional ways to improve parental involvement, incentivizing our students more consistently, and suggesting different ways to improve the quality of instruction and increase the number of available resources for our students to improve student achievement and increase graduation rates.

Activities of the SAC for the upcoming school year

Some activities include:

- Hosting Informational Parent Nights to orient our parents on important school issues
- Purchasing incentives for students who have improved and are consistently achieving in areas such as attendance, behavior and academics
- Implementing more senior activities as students come closer to graduation day
- Continuing to host blood drives which help people in our community

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

School Improvement Funds will be used to purchase additional resources that will help our students make academic improvements and achievements in areas such as Reading and Math. Saturday Tutoring for students will be available for students that need additional support and reinforcement academically to improve their ability to pass FCAT, EOC, and/or ACT testing. This will take place for a 6 to 8 week period.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carlos del Cuadro/GB - Maria Reguero

Principal

Years as Administrator: 11

Years at Current School: 2

Credentials

BS ED in Social Studies 6-12
MS ED in Educational Leadership

Performance Record

2013 – School Grade - Pending

Rdg. Proficiency, 7%

Math Proficiency, NA

Rdg. Lrg. Gains, NA

Math Lrg. Gains, NA

Rdg. Imp. of Lowest 25% - NA

Math Imp. of Lowest 25% - NA

Rdg. AMO – NO

Math AMO – NO

2012 – School Grade -A

Rdg. Proficiency, 77%

Math Proficiency, 78%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 80 points

Rdg. Imp. of Lowest 25% - 68 points

Math Imp. of Lowest 25% - 75 points

Rdg. AMO –Yes

Math AMO–Yes

2011 – School Grade -A

Rdg. Proficiency, 83%

Math Proficiency, 83%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 76 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 69 points

AYP - No

2010 – School Grade -A

Rdg. Proficiency, 84%

Math Proficiency, 84%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% - 71 points

AYP - No

2009 – School Grade -B

Rdg. Proficiency, 36%

Math Proficiency, 66%

Rdg. Lrg. Gains, 51 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 49 points

Math Imp. of Lowest 25% - 64 points

AYP - No

Principal - North Park High School - 2012 - Present

Assistant Principal - South Miami Middle - 2010-2012

Michael Rivera

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

BS ED in Elementary Ed. K-6
MS ED in Educational Leadership

Performance Record

2013 – School Grade
Rdg. Proficiency, 7%
Math Proficiency, NA
Rdg. Lrg. Gains, NA
Math Lrg. Gains, NA
Rdg. Imp. of Lowest 25% - NA
Math Imp. of Lowest 25% - NA
Rdg. AMO – NO
Math AMO – NO

2012 – School Grade - A
Rdg. Proficiency, 20%
Math Proficiency, 39%
Rdg. Lrg. Gains, 53 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% - 68 points
Math Imp. of Lowest 25% - 74 points
Rdg. AMO –Yes
Math AMO–Yes

2011 – School Grade -A
Rdg. Proficiency, 14%
Math Proficiency, 55%
Rdg. Lrg. Gains, 34 points
Math Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% - 46 points
Math Imp. of Lowest 25% - 71 points
AYP - No

2010 – School Grade -D
Rdg. Proficiency, 16%
Math Proficiency, 55%
Rdg. Lrg. Gains, 33 points
Math Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% - 46 points
Math Imp. of Lowest 25% - 71 points
AYP - No

2009 – School Grade -B
Rdg. Proficiency, 36%
Math Proficiency, 66%
Rdg. Lrg. Gains, 51 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 49 points
Math Imp. of Lowest 25% - 64 points
AYP - No

Assistant Principal - North Park High School - 2012 - Present
Small Learning Communities Coordinator – Miami Jackson Senior High – 2009-2011

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marisol Santiago

Full-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

English 6-12

Out of field waiver - Reading (Begins reading endorsement coursework October 2013)

Performance Record

2013 – School Grade -
 Rdg. Proficiency, 7%
 Rdg. Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Rdg. AMO – NO
 2012 – School Grade – X
 Rdg. Proficiency, X
 Rdg. Lrg. Gains, X
 Rdg. Imp. of Lowest 25% - X
 Rdg. AMO – X
 2011 – School Grade – X
 Rdg. Proficiency, X
 Rdg. Lrg. Gains, X
 Rdg. Imp. of Lowest 25% - X
 Rdg. AMO – X
 2010 – School Grade – B
 Rdg. Proficiency, 78%
 Rdg. Lrg. Gains, 64%
 Rdg. Imp. of Lowest 25% - 66%
 AYP - N
 2009 – School Grade – B
 Rdg. Proficiency, 78%
 Rdg. Lrg. Gains, 66%
 Rdg. Imp. of Lowest 25% - 58%
 AYP - N

Classroom Teachers

of classroom teachers

8

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

75%

certified in-field

6, 75%

ESOL endorsed

2, 25%

reading endorsed

1, 13%

with advanced degrees

1, 13%

National Board Certified

0, 0%

first-year teachers

2, 25%

with 1-5 years of experience

4, 50%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Prior to the beginning of school year 2013-2014, personnel not deemed highly qualified will complete a self-evaluation documenting progress towards requirements for becoming highly qualified. The principal will hold regular meetings for new teachers and the personnel department will provide each individual with a prescription of steps toward becoming highly qualified. The Principal advertises

available positions to highly qualified teachers through CareerBuilder.com and Teachers-Teachers.com. The Assistant Principal and ESE/ESOL teacher provide support staff services to enhance teacher effectiveness with data analysis, parent contacts, and incentive awards.

Teacher Mentoring Program/Plan

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

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth that beginning teachers can learn from. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers.

The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective.

The rationale for pairing the two content area teachers (math –mentor, social studies – beginning) relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently.

Mentor Name: Marisol Santiago (Language Arts)

Mentee Assigned: Nicole Meirin (Language Arts)

Planned Mentoring Activities:

1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams.
2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.
3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups.

Mentor Name: Juan Ortiz (Math Teacher)

Mentee Assigned: Carlos Paino (Social Studies)

Planned Mentoring Activities:

1. Classroom observations and follow-up to address best practices in the area of classroom management.
2. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
3. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues.

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 following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated

assistance, and progress monitoring.

The MTSS Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavior data to evaluate progress in order to address the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular grade level meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Hold Tier 2 problem solving monthly meetings 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 following SST guidelines for SST Tier 3 intervention.

The MTSS Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the MTSS Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

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

Tier 1 (Leadership Team)

Carlos del Cuadro, Principal - Will ensure that the school-based team is implementing MTSS.

Michael Rivera, Assistant Principal - Will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

Marisol Santiago, Reading Coach - Will provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate FCAT/AP/ACT/SAT/CELLA materials/instruction with classroom activities. In addition, the Reading Coach identifies systematic patterns of student needs while working with staff to identify appropriate evidence-based intervention strategies, assists with the whole school screening programs that provide early intervening services for students considered to be "at risk," supports in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Evelyn Angel, Exceptional Student Education Teacher - Will participate in student data collection, integrate core instructional activities/materials into cross-disciplinary instruction, provide the necessary accommodations, and collaborate with general education teachers.

Rolando Ortega, Student Services- Will provide quality services and expertise on issues ranging from

program design to assessment and intervention with individual students.

Maria Torres, Family Support Specialist - In addition to providing interventions, will continue to link child-serving and community agencies to the school and families to support the student's academic, emotional, behavioral, and social success.

Tier 2

Michael Rivera, Assistant Principal; Marisol Santiago, Reading Coach; and Evelyn Angel, ESE Teacher - Will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

Tier 3

Michael Rivera, Assistant Principal; Marisol Santiago, Reading Coach; Evelyn Angel, ESE Teacher; Rolando Ortega, Student Services; and Maria Torres, Family Support - Will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

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

The Tier 1 and Tier 2 worksheet documents align and support any academic or behavioral goals listed on the SIP plan. The worksheets also document a specific plan to monitor fidelity of the MTSS implementation. These documents will be used as the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step process will be the structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2 and Tier 3 SST meetings.

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

Data used will be PMRN, FAIR, Baseline and Interim Assessments, State Writing, Math, Science, and History assessments, FCAT, school site specific assessments, attendance, and student referrals by student behavior.

Thinkgate Data from the Baseline and Interim Assessments will be used to guide and facilitate instructional decisions and systems procedures. STARS and ISIS will be used to guide disciplinary decisions regarding student behaviors. These decisions and procedures will include: allocation of school resources; delivery of curriculum and instruction to meet students' needs; creating student growth patterns of progression and/or regression in order to implement and deliver data based interventions.

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

The State has provided numerous resources and online courses which provide information on the RtI model on <http://www.florida-rti.org>. Professional Development (PD) opportunities will be provided to parents during orientation meetings and parent workshops. The RTI team will have an initial PD for all faculties in August and will schedule additional meetings and parent workshops as needed. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on RtI. Bi-weekly Leadership Team meetings held to review strategies used in classes and curriculum based lesson plans and providing support for school staff to understand basic RtI principles and procedures.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 1,920

Saturday Tutoring will available for 8 weeks, 4 hours a day. Students will be tutored in core subject areas such as Algebra 1; Geometry, Biology and US History. Additionally, providing opportunities for teachers to engage in professional development and collaboration throughout the year also improves the quality of teaching and strategies that are being used during instruction to will help the students achieve academic success.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data gathered from mini-assessments provided during the Saturday Tutoring sessions and Spring Interim Assessments results will be used to determine the effectiveness of the strategy of the pullout program.

Who is responsible for monitoring implementation of this strategy?

School administrators, Reading Teacher, ESE Teacher and Math teachers will be responsible for monitoring this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Carlos del Cuadro	Principal
Michael Rivera	Assistant Principal
Marisol Santiago	Reading Specialist
Evelyn Angel	ESE Specialist

How the school-based LLT functions

The team will meet monthly to review student data and identify the students who are showing mastery and students not showing mastery toward the tested benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and the appropriate professional development needed to target benchmark deficiencies. All current and new information gathered by the team during the meetings will be discussed with the instructional staff.

Major initiatives of the LLT

Major goals for our team include: improving the percentage of students meeting mastery; increasing the percentage of students with learning gains; and serving the needs of the lowest quartile to better prepare them for success on the Reading FCAT Exams and Algebra1, Geometry and US History EOC Exams. The consistent implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. Students will see an increased amount of rigor throughout all classes. These initiatives will be implemented with fidelity and supplemented by other strategies such as the usage of differentiated strategies within and across the curriculum, continued modeling and coaching for the teachers and students by the reading coach and administration.

Every Teacher Contributes to Reading Instruction

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

Every teacher has daily sessions of the Reading Plus program embedded into their academic schedules. Teachers monitor the use of this program and provide daily effective feedback on student progress within the program. In addition, all teachers have been trained in the use of specific reading strategies that can be used in all content areas. These strategies will be monitored by administrators and the Reading Coach through walkthroughs and classroom observations and progress monitoring logs.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

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

Students who enroll in the school will work with the Career Coach and teacher/mentor to determine interest and aptitude for post-secondary plans. Some students will pursue enrolling in a two or four year college or a technical program. Other students will prefer to seek employment. With the use of the Apex Curriculum, School Connect (direct instruction lessons building through character education), and additional website based courses such as FDIC (financial literacy courses) and Career Bridges (post-secondary planning curriculum), our students are able to make connections and build a foundation to prepare them for real world experiences relevant to their future.

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

Though one-on-one academic counseling meetings with the Assistant Principal, Career Coach and their teachers; academic progress, career planning and academic and career goals are discussed. Students are able to monitor their academic progress as well on their Student Dashboard Center which enables them to monitor their own progress towards the goals they have set.

Strategies for improving student readiness for the public postsecondary level

North Park High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes at post-secondary institutions. Presentations from professional representatives of post-secondary programs will also be provided for the students.

All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the post secondary level. A series of integrated math courses will be offered as well as higher level curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams.

Prior to graduating, all students will be required to submit a transition portfolio. This portfolio will include all post secondary planning activities as described in the response to the previous question. Activities will include a thorough investigation of public post secondary educational settings to include admissions criteria, application processes, financial aid assistance, etc.

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	13%	7%	No	21%
American Indian				
Asian				
Black/African American	13%	0%	No	21%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	14%	10%	No	22%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	6%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	71%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	70%

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)	[data excluded for privacy reasons]		24%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

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	32	34%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		33%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		22%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		22%

Area 4: Science**High School Science**

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		22%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		2%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	178	34%	33%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	3	13%	12%
Students with grade point average less than 2.0	28	42%	41%
Students who fail to progress on-time to tenth grade	14	50%	49%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	67	13%	12%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	67	13%	11%
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)	16	13%	15%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	6	9%	11%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** During the 2012-2013 school year, students scoring at proficiency on the FCAT 2.0 Reading was 7%. For the 2013-2014 school year, our goal is to increase the percentage of all students scoring at or above Level 3 on the FCAT 2.0 Reading by 14% to 21%.
- G2.** Our post-secondary reading readiness for the 2013-2014 school year is to increase the number of students scoring ready on the PERT test by 3%.
- G3.** During the 2012-2013 school year, students scoring at a 3.5 or above on the FCAT Writing Assessment was 34%. For the 2013-2014 school year, our goal is to increase the percentage of students scoring at 3.5 or above by 7% to 41%.
- G4.** Based on District data from 2012-2013, students achieved learning gains in Algebra 1 and Geometry. For the 2013-2014 school year, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.
- G5.** Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 4% for the lower 25%
- G6.** During the 2012-2013 school year, students scoring at proficiency on the Algebra 1 EOC was 25%. For the 2013-2014 school year, our goal is to increase proficiency on the Algebra 1 EOC is to increase the percentage by 5% to 30%.
- G7.** During the 2012-2013 school year, students scoring at proficiency on the Geometry EOC was 14%. For the 2013-2014 school year, our goal for students scoring at proficiency on the Geometry EOC is to increase the percentage by 7% to 22%.
- G8.** During the 2012-2013 school year, students scoring at or above proficiency on the Biology EOC was 17%. For the 2013-2014 school year, our goal for students scoring at or above proficiency on the Biology EOC is to increase the percentage by 2% to 19%.
- G9.** During the 2012-2013 school year, students scoring in the middle and upper thirds on the US History EOC was 17%. For the 2013-2014 school year, our goal is increase scoring in the middle and upper thirds on the US History EOC by 2% to 19%
- G10.** Our school will increase the number of students graduating in 4 years (Federal Uniform Graduation) from 13% to 15%.
- G11.** During the 2012-2013 school year, 13% of our students dropped out of school. For the 2013-2014 school year, our goal is to reduce the number of students dropping out of school by 2% to 11%.

Goals Detail

G1. During the 2012-2013 school year, students scoring at proficiency on the FCAT 2.0 Reading was 7%. For the 2013-2014 school year, our goal is to increase the percentage of all students scoring at or above Level 3 on the FCAT 2.0 Reading by 14% to 21%.

Targets Supported

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

Resources Available to Support the Goal

- Florida Achieves, My Virtual Reading Coach, Reading Plus Program, Apex Curriculum, Jamestown In-Class Readers

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage of students scoring at a level 3 on the FCAT from 4% to 15%.
- Our goal for the 2013-2014 school year is to increase proficiency for students scoring at a level 4 or higher on the FCAT 2.0 from 1% to 6%.
- Based on District data, our goal for the 2013-2014 school year is to increase reading learning gains from 68% to 71%.
- Based on District data, our goal for the 2013-2014 school year is to increase reading learning gains for the lower 25% from 67% to 70%.
- Our goal for the 2013-2014 school year is to increase our students CELLA scores in Listening, Speaking, Reading, and Writing by 9%.

Plan to Monitor Progress Toward the Goal

We will administer baseline and interim assessments, FAIR (MAZE portion), APEX reports, administer the GAIN and Florida Achieves assessments and monitor student progress and grade level increases in Reading Plus and My Virtual Reading Coach.

Person or Persons Responsible

Literacy Leadership Team (Principal, Assistant Principal, Reading Coach, SPED/ELL Teacher)

Target Dates or Schedule:

Ongoing, FAIR assessments (August, November, April); CELLA (March/April); GAIN (every 120 days until progress is shown) FCAT 2.0 (October, April), FCAT Writes

Evidence of Completion:

Results from formative and summative assessments such as FAIR, baseline and interim assessment results, classroom assessments, FCAT Writes and CELLA assessments results and 2014 FCAT 2.0 reading assessment will be used to evaluate strategies and student progress toward meeting the goal.

G2. Our post-secondary reading readiness for the 2013-2014 school year is to increase the number of students scoring ready on the PERT test by 3%.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- GAIN, Reading Plus, Florida Achieves

Targeted Barriers to Achieving the Goal

- Students are not ready for success in college level courses.

Plan to Monitor Progress Toward the Goal

Results of the 2014 PERT test

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

February

Evidence of Completion:

2014 PERT Test score report

G3. During the 2012-2013 school year, students scoring at a 3.5 or above on the FCAT Writing Assessment was 34%. For the 2013-2014 school year, our goal is to increase the percentage of students scoring at 3.5 or above by 7% to 41%.

Targets Supported

- Writing

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Increasing students ability to add layered support in the body of their essays.

Plan to Monitor Progress Toward the Goal

Review writing prompt assessment results. Discuss findings with each teacher. Adjust strategies as needed

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student scores on district writing prompts.

G4. Based on District data from 2012-2013, students achieved learning gains in Algebra 1 and Geometry. For the 2013-2014 school year, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

Targets Supported

- Math ()
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- APEX curriculum, Algebra 1 and Geometry textbooks, Khan Academy, EOC tutorial Sessions

Targeted Barriers to Achieving the Goal

- Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

Plan to Monitor Progress Toward the Goal

Evaluate the improvement of student progress and test scores

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Baseline, Interim, and EOC assessment scores and APEX summary reports

G5. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 4% for the lower 25%

Targets Supported

- Math (High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

Plan to Monitor Progress Toward the Goal

Scores from 2013- 2014 Algebra 1 and Geometry EOC assessments

Person or Persons Responsible

Principal/ Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data reports from Pearson

G6. During the 2012-2013 school year, students scoring at proficiency on the Algebra 1 EOC was 25%. For the 2013-2014 school year, our goal is to increase proficiency on the Algebra 1 EOC is to increase the percentage by 5% to 30%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra 1 Textbooks, Apex Curriculum

Targeted Barriers to Achieving the Goal

- Students experience great difficulty with effective problem solving proficiency and mathematical fluency in situations involving polynomials. According to the 2013 Algebra 1 EOC, the lowest scores in the Body of Knowledge in Algebra 1 EOC are in Reporting Category - Polynomials.
- Algebra 1 students do not receive direct instruction on a regularly scheduled basis.

Plan to Monitor Progress Toward the Goal

Administration of baseline, interim, and state Algebra 1 assessments

Person or Persons Responsible

Principal, Assistant Principal, Algebra 1 teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from summative and formative Algebra 1 assessments.

G7. During the 2012-2013 school year, students scoring at proficiency on the Geometry EOC was 14%. For the 2013-2014 school year, our goal for students scoring at proficiency on the Geometry EOC is to increase the percentage by 7% to 22%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- APEX curriculum, Geometry textbooks, Khan Academy, SQ3R note taking technique

Targeted Barriers to Achieving the Goal

- Students need more experience solving problems using trigonometric ratios and teachers need additional training in assisting students to persevere in solving them. According to the 2013 Geometry EOC, the lowest scores in the Body of Knowledge in Geometry EOC are in Reporting Category – Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Administer state and district assessments

Person or Persons Responsible

Principal, Assistant Principal, Geometry teachers, SPED teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from baseline and interim assessments, 2014 EOC Geometry assessments

G8. During the 2012-2013 school year, students scoring at or above proficiency on the Biology EOC was 17%. For the 2013-2014 school year, our goal for students scoring at or above proficiency on the Biology EOC is to increase the percentage by 2% to 19%.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- APEX Curriculum, Discovery Learning, District Pacing Guides, Florida Achieves

Targeted Barriers to Achieving the Goal

- Students experience difficulties in understanding scientific and abstract concepts. Students require additional opportunities to use instructional technology and other resources to improve their understanding of the science content assessed on the Biology EOC assessment.

Plan to Monitor Progress Toward the Goal

Review results to determine if the correct course pace and depth of content is implemented.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

October 2013- May 2014

Evidence of Completion:

Results from state assessment (Biology EOC) and district assessments (interim assessments)

G9. During the 2012-2013 school year, students scoring in the middle and upper thirds on the US History EOC was 17%. For the 2013-2014 school year, our goal is increase scoring in the middle and upper thirds on the US History EOC by 2% to 19%

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- US History Textbooks, APEX curriculum

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the US History EOC is in Late 19th Century and Early Century 1860 - 1910.

Plan to Monitor Progress Toward the Goal

Research scores and identify benchmark score improvement

Person or Persons Responsible

Principal, Assistant Principal, History Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Baseline and Winter and Spring Interim assessment data.

G10. Our school will increase the number of students graduating in 4 years (Federal Uniform Graduation) from 13% to 15%.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- All school staff members - Administrators, Teachers, Support Personnel

Targeted Barriers to Achieving the Goal

- Reduce the number of students who miss 10% or more of available instructional time from 34% to 33%
- Reduce the number of ninth grade students with absences in the first 20 days by 2%.
- Reduce the number of students who fail 2 or more courses in any subject from 13% to 12% and reduce the number of students who fail to progress on time to the tenth grade 50% to 49%.
- Decrease the number of students who have a GPA less than a 2.0 GPA from 42% to 41%.
- Reduce the number of students who receive one or more behavior referrals that lead to suspension from 13% to 12%.

Plan to Monitor Progress Toward the Goal

Analyze data regarding promotions and graduates

Person or Persons Responsible

Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Graduation reports

G11. During the 2012-2013 school year, 13% of our students dropped out of school. For the 2013-2014 school year, our goal is to reduce the number of students dropping out of school by 2% to 11%.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- Family Support/Student Services; Career and Academic Counseling

Targeted Barriers to Achieving the Goal

- Students served at our school are at-risk and over-aged for current grade level and are low performing students.

Plan to Monitor Progress Toward the Goal

Review attendance reports, course completion reports, and FCAT/EOC testing data, and evaluate student progress academically for school year

Person or Persons Responsible

Principal, Assistant Principal, Data Specialist

Target Dates or Schedule:

Monthly

Evidence of Completion:

Graduation Reports from ISIS

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. During the 2012-2013 school year, students scoring at proficiency on the FCAT 2.0 Reading was 7%. For the 2013-2014 school year, our goal is to increase the percentage of all students scoring at or above Level 3 on the FCAT 2.0 Reading by 14% to 21%.

G1.B1 Our goal for the 2013-2014 school year is to increase the percentage of students scoring at a level 3 on the FCAT from 4% to 15%.

G1.B1.S1 Teachers will provide opportunities for students to identify and interpret elements of a story structure within a text and help students understand character development, character point of view by asking higher order thinking questions. Teacher will model identifying descriptive language in text to improve poetry recognition that defines moods and provides imagery. Teachers will help students note how authors use figurative language such as similies, metaphors, and personification.

Action Step 1

Emphasize the use of graphic organizers to help students visualize and understand story structure during direct instruction. Use more poetry texts to expose students to more opportunities to become familiar with figurative language elements.

Person or Persons Responsible

Reading and English Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Instructional Focus Calendar , walkthroughs and classroom observations

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

Improved comprehension proficiency in Reading Plus and increased proficiency on state and district assessments.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus and Interim Assessment reports and formal and informal observations.

Plan to Monitor Effectiveness of G1.B1.S1

Providing instructional support through coaching and effective feedback

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative assessment data reports to ensure progress is being made.

G1.B2 Our goal for the 2013-2014 school year is to increase proficiency for students scoring at a level 4 or higher on the FCAT 2.0 from 1% to 6%.

G1.B2.S1 Teachers will provide opportunities for students to identify and determine main idea, supplement and match instructional materials to maintain or improve student's performance, plot and purpose within a text by reinforcing the practice of justifying answers by going back into text for support. They will help students understand the importance of drawing conclusions, determining the author's purpose, character development through modeling questioning the author. Students will demonstrate the how to use opinion proofs validate facts that can support the opinion and teachers will provide additional opportunities for students to read from a variety of text to encourage and improve their interest in reading.

Action Step 1

Teachers will Increase the selection of texts students will read and increase the opportunities for students to evaluate arguments and validate facts during direct instruction

Person or Persons Responsible

Reading and English Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal observations targeting the use of different texts and student participation articulating opinions, ideas and judgements.

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

The increased proficiency of validating facts, drawing conclusions and engaging students interest in reading.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus and Interim Assessment reports and formal and informal observations.

Plan to Monitor Effectiveness of G1.B2.S1

Providing instructional support through coaching and effective feedback

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative assessment data reports to ensure progress is being made.

G1.B3 Based on District data, our goal for the 2013-2014 school year is to increase reading learning gains from 68% to 71%.

G1.B3.S1 Teachers will provide opportunities for students to strengthen their vocabulary skills through engaging students in creating word maps, word walls, and the use of high oral language to help them derive word meanings and relationships. Teachers will increase the use of affix and root word activities so that students can improve their semantics. Teachers will model and reinforce the SQ3R note taking technique to help them apply to towards the APEX curriculum.

Action Step 1

During direct instruction, students will be exposed to a variety of text and strategies to improve and increase their vocabulary. Students will utilize technology programs such as APEX, Reading Plus and My Virtual Reading Coach to also increase their vocabulary. Teachers will receive professional development on the new changes to the Reading Plus program.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

Daily

Evidence of Completion

Reading Plus and My Virtual Reading Coach reports, FAIR assessment data

Facilitator:

Reading Plus Trainer

Participants:

All Instructional Staff

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

Monitor the consistency and use of effective reading strategies.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal observations and Reading Plus, Interim Assessment and FAIR data reports

Plan to Monitor Effectiveness of G1.B3.S1

Provide instructional support for teachers to ensure students are achieving increased vocabulary levels.

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, Interim Assessment, Reading Plus and My Virtual Reading Coach reports, classroom walkthroughs and student notebooks.

G1.B4 Based on District data, our goal for the 2013-2014 school year is increase reading learning gains for the lower 25% from 67% to 70%.

G1.B4.S1 Teachers will provide opportunities for students to identify and determine main idea within a text by reinforcing the practice of graphic organizers to recognize patterns and summarizing main points. Students will improve their knowledge of being able to identify similarities and differences of a variety of texts using Venn Diagrams.

Action Step 1

We will provide additional professional development opportunities to strengthen implementation of effective use of reading comprehension strategies.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

October 2013, January 2014

Evidence of Completion

Professional development sign in rosters.

Facilitator:

Reading Teacher

Participants:

All instructional staff at North Park High School

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

Monitor student engagement and teacher direct instruction sessions.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs and informal observations recognizing effective use of graphic organizers and student participation.

Plan to Monitor Effectiveness of G1.B4.S1

Monitor the strategies being implemented.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations

G1.B5 Our goal for the 2013-2014 school year is to Increase our students CELLA scores in Listening, Speaking, Reading, and Writing by 9%.

G1.B5.S1 Teachers will model language experience approaches such as simple and direct language, repetition, and substitution to help students produce additional language acquisition and vocabulary. This will improve how students will paraphrase excerpts and deduce important concepts from the excerpts

Action Step 1

Monitor student participation during pullout session and My Virtual Reading Coach

Person or Persons Responsible

Language Arts, Reading, and ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

My Virtual Reading Coach reports, Student notebooks, teacher observations

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

Monitor effective ELL strategies used during pullout sessions for ELL students

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of G1.B5.S1

Monitor student dialogue and assessments during pullout sessions

Person or Persons Responsible

Principal, Assistant Principal, English, Reading and ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessments, classroom walkthroughs

G1.B5.S2 Teachers will activate students' prior knowledge to develop meaning during direct and differentiated instruction opportunities. They will provide a variety of instructional strategies that will help students practice making story predictions, participate in read alouds, and identify vocabulary using context clues. They will model the use of graphic organizers to help students improve their response to literature and informational texts.

Action Step 1

Teachers will provide effective feedback and encourage students to participate during direct instruction and pullout session to show their understanding of improved reading comprehension skills. Teachers will receive additional professional development regarding effective strategies that can be implemented to help their ELL students become better readers.

Person or Persons Responsible

Reading, English, and ELL teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs and observations

Facilitator:

Reading Coach, SPED Teacher

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Classroom walk-throughs and observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, notebooks, APEX summary reports, My Virtual Reading Coach Reports

Plan to Monitor Effectiveness of G1.B5.S2

Identify increases in reading comprehension scores on state and district assessment score reports and Reading Plus and My Virtual Reading Coach data

Person or Persons Responsible

Principal, Assistant Principal, Reading, English, ELL and SPED teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and interim reading reports from Edusoft, FAIR, Reading Plus and My Virtual Reading Coach data and 2014 CELLA test results

G1.B5.S3 Teachers will emphasize the five areas of the writing process by utilizing graphic organizers to show students how to organize and convey thoughts effectively. Teachers will use rubrics to help students understand the importance of how criteria is needed to evaluate a written product. They will practice spelling strategies that help students focus on writing conventions.

Action Step 1

Provide additional opportunities for students to convey and communicate through writing after classroom discussions.

Person or Persons Responsible

Reading, ELL/SPED Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Monitor effectiveness of writing instruction

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and walkthroughs

Plan to Monitor Effectiveness of G1.B5.S3

Compare student essay writing over time.

Person or Persons Responsible

Assistant Principal, Teachers

Target Dates or Schedule

August 2013-December 2013.

Evidence of Completion

December District Writing Test

G2. Our post-secondary reading readiness for the 2013-2014 school year is to increase the number of students scoring ready on the PERT test by 3%.

G2.B1 Students are not ready for success in college level courses.

G2.B1.S1 Provide students with required remedial instruction prior to high school graduation. Ensure that the instruction mirrors the competencies of the highest level of college preparatory coursework offered at Miami Dade College. Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading and writing to help guide instruction.

Action Step 1

Place students in appropriate courses, provide diagnostic assessment and on going practice in higher level reading through Reading Plus. Train teachers how to effectively monitor Reading Plus.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Upon enrollment

Evidence of Completion

Students are scheduled correctly on ISIS and STARS. Professional development sign-in sheets

Facilitator:

Reading Coach

Participants:

All Instructional Staff

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

Classroom observations will be conducted. Reading Plus usage reports will be monitored.

Person or Persons Responsible

Principal, Assistant Principal - observations Reading Coach, Teachers - monitoring

Target Dates or Schedule

Daily monitoring; Weekly observations

Evidence of Completion

Reading Plus usage reports, observations

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will monitor data from Reading Plus to assess progress.

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Reading Plus reports

G3. During the 2012-2013 school year, students scoring at a 3.5 or above on the FCAT Writing Assessment was 34%. For the 2013-2014 school year, our goal is to increase the percentage of students scoring at 3.5 or above by 7% to 41%.

G3.B1 Increasing students ability to add layered support in the body of their essays.

G3.B1.S1 Assist students in organizing their ideas into a logical sequence. Model effective writing for students which includes developing main ideas and creating supporting details to communicate ideas effectively. Provide opportunities for students to write using different prompts.

Action Step 1

Encourage students to use charts, outlines, and graphic organizers to create writing plans and helps to organize their writing.

Person or Persons Responsible

English Teachers

Target Dates or Schedule

August 2013 - February 2014

Evidence of Completion

Student essays and assignments

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

Classroom walk-through and observations

Person or Persons Responsible

English Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G3.B1.S1

Administer and score students' writing prompts using rubrics to monitor students' progress and adjust focus as needed

Person or Persons Responsible

Principal, Assistant Principal, English Teachers

Target Dates or Schedule

December 2013; February 2014

Evidence of Completion

District pre and post tests, 2014 FCAT Writing Assessment

G4. Based on District data from 2012-2013, students achieved learning gains in Algebra 1 and Geometry. For the 2013-2014 school year, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

G4.B1 Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

G4.B1.S1 Teachers will use additional intervention tutorial programs and direct instruction opportunities to improve the areas of deficiencies identified on Algebra 1 and Geometry EOC results.

Action Step 1

Teachers will create instructional focus calendars to guide their benchmark guided instruction.

Person or Persons Responsible

Algebra and Geometry Teachers

Target Dates or Schedule

August and September 2013

Evidence of Completion

Instructional Focus Calendars and District pacing guides

Facilitator:

Assistant Principal

Participants:

Algebra and Geometry teachers

Action Step 2

Provide opportunities for applied algebraic and geometric mathematics concepts during additional scientific exploration activities. (STEM)

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science course APEX summary reports

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

Monitoring direct instruction lessons and intervention schedules

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and walkthroughs

Plan to Monitor Effectiveness of G4.B1.S1

Provide Algebra and Geometry teachers with corrective feedback and data regarding student progress

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher conferences, state and district data reports from Edusoft and Pearson.

G5. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 4% for the lower 25%

G5.B1 Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

G5.B1.S1 Teachers will use additional intervention tutorials programs and direct instruction opportunities to improve the areas of deficiencies identified on Algebra 1 and Geometry EOC results.

Action Step 1

Teachers will create instructional focus calendars to guide their benchmark guided instruction.

Person or Persons Responsible

Algebra 1 and Geometry teachers

Target Dates or Schedule

August-October 2013

Evidence of Completion

Tutorial group rosters

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

Classroom observations, direct instruction lessons and intervention schedules

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G5.B1.S1

Provide Algebra and Geometry teachers with corrective feedback and data regarding student progress.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

District and state data reports from Pearson and Thinkgate.

G6. During the 2012-2013 school year, students scoring at proficiency on the Algebra 1 EOC was 25%. For the 2013-2014 school year, our goal is to increase proficiency on the Algebra 1 EOC is to increase the percentage by 5% to 30%.

G6.B1 Students experience great difficulty with effective problem solving proficiency and mathematical fluency in situations involving polynomials. According to the 2013 Algebra 1 EOC, the lowest scores in the Body of Knowledge in Algebra 1 EOC are in Reporting Category - Polynomials.

G6.B1.S1 Teachers will provide opportunities for students to understand the laws of exponents and help them simplify monomial expressions. Teachers will utilize technology such as a SmartBoard to model and assess how students are able to simplify expressions, factor polynomials and divide polynomials by monomials.

Action Step 1

We will align the Algebra 1 curriculum on Apex to state and district tests in Algebra 1.

Person or Persons Responsible

Principal, Assistant Principal, Algebra 1 teachers

Target Dates or Schedule

September/October 2013

Evidence of Completion

Instructional Focus Calendar aligned with state and district tested standards.

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

Administration of Algebra 1 assessments

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Scored Algebra 1 assessments on APEX or provided by District through Edusoft.

Plan to Monitor Effectiveness of G6.B1.S1

Scores from assessments through APEX and Edusoft

Person or Persons Responsible

Principal, Assistant Principal, Algebra 1 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports showing evidence of learning gains through Edusoft.

G6.B2 Algebra 1 students do not receive direct instruction on a regularly scheduled basis.

G6.B2.S1 Provide daily direct instruction sessions for students addressing identified deficiencies particularly in the areas of exponents, monomials, and polynomials as indicated by data reports.

Action Step 1

Create an instructional focus calendar to address all areas of the Algebra 1 EOC, with particular emphasis on areas of deficiency identified on the 2013 Algebra 1 EOC administration

Person or Persons Responsible

Principal, Assistant Principal, Algebra teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Instructional Focus Calendar

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

Daily direct instruction lessons

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

APEX Summary Reports, student notebooks

Plan to Monitor Effectiveness of G6.B2.S1

Review note taking strategies emphasizing how students utilize a variety of problem solving strategies, and adjust interventions as needed and analyze student work samples and provide corrective feedback on selected assignments to observe student mastery to ensure effectiveness of strategy.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

APEX student summary reports, Edusoft reports

G7. During the 2012-2013 school year, students scoring at proficiency on the Geometry EOC was 14%. For the 2013-2014 school year, our goal for students scoring at proficiency on the Geometry EOC is to increase the percentage by 7% to 22%.

G7.B1 Students need more experience solving problems using trigonometric ratios and teachers need additional training in assisting students to persevere in solving them. According to the 2013 Geometry EOC, the lowest scores in the Body of Knowledge in Geometry EOC are in Reporting Category – Trigonometry and Discrete Mathematics.

G7.B1.S1 Teachers will provide opportunities for students to understand the mathematical vocabulary and practice applying geometric concepts that will help students solve trigonometric ratios and determine side lengths and angle measures.

Action Step 1

Alignment of Geometry curriculum on APEX to state and district tests in Geometry.

Person or Persons Responsible

Principal, Assistant Principal, Geometry teachers

Target Dates or Schedule

August/ September 2013

Evidence of Completion

Instructional Focus Calendar aligned with state and district tested standards.

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

Administration of Geometry assessments

Person or Persons Responsible

Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Scored Geometry assessments on APEX or provided by District through Edusoft.

Plan to Monitor Effectiveness of G7.B1.S1

Scores from assessments through APEX and Edusoft

Person or Persons Responsible

Principal, Assistant Principal, Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Score reports showing evidence of learning gains through Edusoft.

G8. During the 2012-2013 school year, students scoring at or above proficiency on the Biology EOC was 17%. For the 2013-2014 school year, our goal for students scoring at or above proficiency on the Biology EOC is to increase the percentage by 2% to 19%.

G8.B1 Students experience difficulties in understanding scientific and abstract concepts. Students require additional opportunities to use instructional technology and other resources to improve their understanding of the science content assessed on the Biology EOC assessment.

G8.B1.S1 Promote the increased use of instructional technology to enhance and remediate student conceptual knowledge of Biology and provide active coaching and modeling in the use of higher order questioning and response techniques.

Action Step 1

Align APEX curriculum lessons with the item specifications for the Biology EOC. Follow the pace set by the district pacing guides

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

August/September/October

Evidence of Completion

Alignment plan

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

Classroom observations and walkthroughs

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and folders, SQ3R notes

Plan to Monitor Effectiveness of G8.B1.S1

Data from district assessments and APEX quizzes, practice sheets, dry labs and practices will be monitored to determine the effectiveness of the strategy.

Person or Persons Responsible

Principal, Assistant Principal, Biology Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessment data, APEX summary reports

G9. During the 2012-2013 school year, students scoring in the middle and upper thirds on the US History EOC was 17%. For the 2013-2014 school year, our goal is increase scoring in the middle and upper thirds on the US History EOC by 2% to 19%

G9.B1 The area of deficiency as noted on the 2013 administration of the US History EOC is in Late 19th Century and Early Century 1860 - 1910.

G9.B1.S1 Teachers will emphasize an in-depth understanding of the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people and provide research based activities for students to analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Action Step 1

Ensure students US history students are enrolled and complete US History courses so that they can test in the state and district assessment periods.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

December 2013, March 2014, May 2014

Evidence of Completion

Student scores from state and district assessments (data reports from Edusoft)

Action Step 2

Provide learning opportunities which help students understand the chronological order of historical events.

Person or Persons Responsible

History teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SQ3R notes, APEX quiz and test scores, Practice Sheets

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

Classroom walkthroughs and observations, identifying eligible US History EOC test participants

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Testing rosters from Pearson, student work, iObservation logs

Plan to Monitor Effectiveness of G9.B1.S1

APEX course completion rates in US History and student work

Person or Persons Responsible

Assistant Principal, History Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Course completion forms in US History, Student notebooks

G10. Our school will increase the number of students graduating in 4 years (Federal Uniform Graduation) from 13% to 15%.

G10.B1 Reduce the number of students who miss 10% or more of available instructional time from 34% to 33%

G10.B1.S1 Teachers will monitor student attendance and progress on APEX courses.

Action Step 1

Teachers will make phone calls to parents about academic progress and lack of attendance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Reports on STARS regarding parent contacts.

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

Student conferences regarding academics and review of attendance data.

Person or Persons Responsible

Principal, Assistant Principal, Career Coach, Data Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

APEX summary reports and attendance reports from ISIS and STARS.

Plan to Monitor Effectiveness of G10.B1.S1

Review reports for increased course completion and student attendance rates.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports from STARS and ISIS

G10.B2 Reduce the number of ninth grade students with absences in the first 20 days by 2%.

G10.B2.S1 The Code of Student Conduct is reviewed with students to ensure students understand established District attendance expectations. Parents are informed of the school attendance policy at the time of enrollment. Students and parents have access to daily attendance via The My Success Dashboard.

Action Step 1

Students will understand the expectations regarding attendance. Parent phone calls are made by staff members to notify parents of an absence or of a developing pattern of absences. Students will meet with the principal upon return to school if more than 3 consecutive absences have occurred. These students will be placed on attendance contracts. If student obtains 10 or more unexcused absences, credit will be withheld until attendance improves.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletins (ISIS), Attendance contracts, Attendance Reports in STARS

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

Review attendance percentage report found in STARS

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Percentage data in EIS reports, student attendance information in ISIS

Plan to Monitor Effectiveness of G10.B2.S1

Monitor daily/monthly attendance reports.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily/Monthly

Evidence of Completion

Attendance percentage increases in EIS reports found in STARS

G10.B3 Reduce the number of students who fail 2 or more courses in any subject from 13% to 12% and reduce the number of students who fail to progress on time to the tenth grade 50% to 49%.

G10.B3.S1 Provide credit recovery and language advantage courses to students that need them in order to make up courses they have not passed. Place students on academic contracts and have academic discussions to outline progress and academic expectations for students.

Action Step 1

We will identify 9th and 10th grade students who are not progressing in their courses and have academic meetings with them to discuss solutions.

Person or Persons Responsible

Assistant Principal, Career Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Contact logs, Sign in sheets

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

Monitor the students academic engagement in the classroom.

Person or Persons Responsible

Principal, Assistant Principal, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and walkthroughs

Plan to Monitor Effectiveness of G10.B3.S1

Monitor progress of student course completions and attendance expectations.

Person or Persons Responsible

Principal, Assistant Principal. Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

APEX summary reports and student attendance and contact log reports from STARS.

G10.B4 Decrease the number of students who have a GPA less than a 2.0 GPA from 42% to 41%.

G10.B4.S1 Focus on recruiting additional students that are already above the average GPA and want to accelerate their academic careers to graduate earlier.

Action Step 1

Enrollment specialist will communicate with other schools and their stakeholders to plan presentations in order to recruit higher level and accelerated students

Person or Persons Responsible

Enrollment Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance rosters in STARS and ISIS and student histories.

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Review of orientation rosters

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Orientation rosters, APEX course offering

Plan to Monitor Effectiveness of G10.B4.S1

Ensure that students are improving their GPA's.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

APEX summary reports for newly enrolled students and student graduation plans from STARS

G10.B5 Reduce the number of students who receive one or more behavior referrals that lead to suspension from 13% to 12%.

G10.B5.S1 Faculty and staff will provide a respectful and welcoming school environment for students to thrive in. Positive phone calls regarding behavior and academics will be made monthly for all students.

Action Step 1

Teachers will recognize and incentivize student behavior and achievements, greet every student upon entering the school and record the information regarding their positive communications with the students and parents in the STARS database.

Person or Persons Responsible

All staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs, staff reports reflecting positive contacts

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Provide teachers with positive contact reports during faculty meetings

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

STARS positive calls reports

Plan to Monitor Effectiveness of G10.B5.S1

Monitor the number of referrals and detentions assigned

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

A reduction in the number of STARS corrective reports and school detention forms

G11. During the 2012-2013 school year, 13% of our students dropped out of school. For the 2013-2014 school year, our goal is to reduce the number of students dropping out of school by 2% to 11%.

G11.B1 Students served at our school are at-risk and over-aged for current grade level and are low performing students.

G11.B1.S1 Students have the opportunity to attend a five hour session in the morning or afternoon to meet high school graduation requirements, Students are able to complete credit recovery courses within a smaller school setting.

Action Step 1

Student credit history is evaluated and individualized graduation plan is created to meet the needs of each student. The Assistant Principal, Career Coach and Data Specialist will receive professional development on updates to new APEX course changes, graduation requirements, and how information should be entered on our management system so that students can receive appropriate credit towards graduation.

Person or Persons Responsible

Assistant Principal, Career Coach, Data Specialist

Target Dates or Schedule

Upon enrollment into our school.

Evidence of Completion

Student transcripts, District Management System Information (ISIS), STARS

Facilitator:

District Trainer

Participants:

Assistant Principal, Career Coach, Data Specialist

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

Student conferences regarding graduation plans and monitoring course completion progress

Person or Persons Responsible

Principal/Assistant Principal/Career Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Course completion forms, student graduation plans (AP/GP) in STARS, and student transcripts from district management system (ISIS)

Plan to Monitor Effectiveness of G11.B1.S1

Review Credits Earned and APEX Course Progress

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Credits Earned report from STARS, APEX Student Summary 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

The NCLB Act requires each State to demonstrate that challenging student academic achievement standards will be used by the State, its Local Education Agencies (LEA's), and its schools. Such standards must apply to all schools and children in the State. Further, they must align with the State's academic content standards, describe two levels of high achievement that determine how well children are mastering the materials in the State academic content standards, and describe a third level of achievement to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement. Safeguard that curriculum and instructional schedules and meetings are properly documented.

Title I, Part C- Migrant

Children of migrant workers are affected by repeated moves, disruption in schooling, poverty, health needs, social isolation, and language barriers. These children run a greater risk of failing to meet the challenging state content and performance standards which all students are expected to meet. Low academic achievement and frustration with school cause many migrant children to drop out in their early teens. In order to reduce the impact of these educational barriers, the U.S. Congress authorized federal funding to establish the Migrant Education Program (MEP) in 1966 under the authority of Title I of the Elementary and Secondary Education Act (ESEA). The United States Department of Education (USDOE) currently administers the Office of Migrant Education (OME) responsible for meeting the special needs of migratory children and youth.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Dropout Prevention programs. Ensure that parents are aware of existence of the Parent Resource Center.

Title X - Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Park High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs.

Violence Prevention Programs

North Park High School will utilize the Family Support Specialist to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at North Park:

Bullying Program Student / Parenting classes/ counseling with family support specialist .

Nutrition Programs – N/A

Housing Programs - N/A

Head Start – N/A

Adult Education

We will work with Adult Education programs in order to provide students with the opportunity to recover credits not achieved during the regular school program.

Career and Technical Education – N/A

Job Training – N/A

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. During the 2012-2013 school year, students scoring at proficiency on the FCAT 2.0 Reading was 7%. For the 2013-2014 school year, our goal is to increase the percentage of all students scoring at or above Level 3 on the FCAT 2.0 Reading by 14% to 21%.

G1.B3 Based on District data, our goal for the 2013-2014 school year is to increase reading learning gains from 68% to 71%.

G1.B3.S1 Teachers will provide opportunities for students to strengthen their vocabulary skills through engaging students in creating word maps, word walls, and the use of high oral language to help them derive word meanings and relationships. Teachers will increase the use of affix and root word activities so that students can improve their semantics. Teachers will model and reinforce the SQ3R note taking technique to help them apply to towards the APEX curriculum.

PD Opportunity 1

During direct instruction, students will be exposed to a variety of text and strategies to improve and increase their vocabulary. Students will utilize technology programs such as APEX, Reading Plus and My Virtual Reading Coach to also increase their vocabulary. Teachers will receive professional development on the new changes to the Reading Plus program.

Facilitator

Reading Plus Trainer

Participants

All Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Reading Plus and My Virtual Reading Coach reports, FAIR assessment data

G1.B4 Based on District data, our goal for the 2013-2014 school year is increase reading learning gains for the lower 25% from 67% to 70%.

G1.B4.S1 Teachers will provide opportunities for students to identify and determine main idea within a text by reinforcing the practice of graphic organizers to recognize patterns and summarizing main points. Students will improve their knowledge of being able to identify similarities and differences of a variety of texts using Venn Diagrams.

PD Opportunity 1

We will provide additional professional development opportunities to strengthen implementation of effective use of reading comprehension strategies.

Facilitator

Reading Teacher

Participants

All instructional staff at North Park High School

Target Dates or Schedule

October 2013, January 2014

Evidence of Completion

Professional development sign in rosters.

G1.B5 Our goal for the 2013-2014 school year is to Increase our students CELLA scores in Listening, Speaking, Reading, and Writing by 9%.

G1.B5.S2 Teachers will activate students' prior knowledge to develop meaning during direct and differentiated instruction opportunities. They will provide a variety of instructional strategies that will help students practice making story predictions, participate in read alouds, and identify vocabulary using context clues. They will model the use of graphic organizers to help students improve their response to literature and informational texts.

PD Opportunity 1

Teachers will provide effective feedback and encourage students to participate during direct instruction and pullout session to show their understanding of improved reading comprehension skills. Teachers will receive additional professional development regarding effective strategies that can be implemented to help their ELL students become better readers.

Facilitator

Reading Coach, SPED Teacher

Participants

All Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs and observations

G2. Our post-secondary reading readiness for the 2013-2014 school year is to increase the number of students scoring ready on the PERT test by 3%.

G2.B1 Students are not ready for success in college level courses.

G2.B1.S1 Provide students with required remedial instruction prior to high school graduation. Ensure that the instruction mirrors the competencies of the highest level of college preparatory coursework offered at Miami Dade College. Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading and writing to help guide instruction.

PD Opportunity 1

Place students in appropriate courses, provide diagnostic assessment and on going practice in higher level reading through Reading Plus. Train teachers how to effectively monitor Reading Plus.

Facilitator

Reading Coach

Participants

All Instructional Staff

Target Dates or Schedule

Upon enrollment

Evidence of Completion

Students are scheduled correctly on ISIS and STARS. Professional development sign-in sheets

G4. Based on District data from 2012-2013, students achieved learning gains in Algebra 1 and Geometry. For the 2013-2014 school year, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

G4.B1 Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

G4.B1.S1 Teachers will use additional intervention tutorial programs and direct instruction opportunities to improve the areas of deficiencies identified on Algebra 1 and Geometry EOC results.

PD Opportunity 1

Teachers will create instructional focus calendars to guide their benchmark guided instruction.

Facilitator

Assistant Principal

Participants

Algebra and Geometry teachers

Target Dates or Schedule

August and September 2013

Evidence of Completion

Instructional Focus Calendars and District pacing guides

G11. During the 2012-2013 school year, 13% of our students dropped out of school. For the 2013-2014 school year, our goal is to reduce the number of students dropping out of school by 2% to 11%.

G11.B1 Students served at our school are at-risk and over-aged for current grade level and are low performing students.

G11.B1.S1 Students have the opportunity to attend a five hour session in the morning or afternoon to meet high school graduation requirements, Students are able to complete credit recovery courses within a smaller school setting.

PD Opportunity 1

Student credit history is evaluated and individualized graduation plan is created to meet the needs of each student. The Assistant Principal, Career Coach and Data Specialist will receive professional development on updates to new APEX course changes, graduation requirements, and how information should be entered on our management system so that students can receive appropriate credit towards graduation.

Facilitator

District Trainer

Participants

Assistant Principal, Career Coach, Data Specialist

Target Dates or Schedule

Upon enrollment into our school.

Evidence of Completion

Student transcripts, District Management System Information (ISIS), STARS

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Based on District data from 2012-2013, students achieved learning gains in Algebra 1 and Geometry. For the 2013-2014 school year, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.	\$1,000
G8.	During the 2012-2013 school year, students scoring at or above proficiency on the Biology EOC was 17%. For the 2013-2014 school year, our goal for students scoring at or above proficiency on the Biology EOC is to increase the percentage by 2% to 19%.	\$1,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Personnel	Total
Total	\$2,000	\$0	\$2,000
	\$0	\$0	
Title I	\$2,000	\$2,000	

Budget Details

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

G1. During the 2012-2013 school year, students scoring at proficiency on the FCAT 2.0 Reading was 7%. For the 2013-2014 school year, our goal is to increase the percentage of all students scoring at or above Level 3 on the FCAT 2.0 Reading by 14% to 21%.

G1.B2 Our goal for the 2013-2014 school year is to increase proficiency for students scoring at a level 4 or higher on the FCAT 2.0 from 1% to 6%.

G1.B2.S1 Teachers will provide opportunities for students to identify and determine main idea, supplement and match instructional materials to maintain or improve student's performance, plot and purpose within a text by reinforcing the practice of justifying answers by going back into text for support. They will help students understand the importance of drawing conclusions, determining the author's purpose, character development through modeling questioning the author. Students will demonstrate the how to use opinion proofs validate facts that can support the opinion and teachers will provide additional opportunities for students to read from a variety of text to encourage and improve their interest in reading.

Action Step 1

Teachers will Increase the selection of texts students will read and increase the opportunities for students to evaluate arguments and validate facts during direct instruction

Resource Type

Resource

Funding Source

Amount Needed

G1.B5 Our goal for the 2013-2014 school year is to Increase our students CELLA scores in Listening, Speaking, Reading, and Writing by 9%.

G1.B5.S2 Teachers will activate students' prior knowledge to develop meaning during direct and differentiated instruction opportunities. They will provide a variety of instructional strategies that will help students practice making story predictions, participate in read alouds, and identify vocabulary using context clues. They will model the use of graphic organizers to help students improve their response to literature and informational texts.

Action Step 1

Teachers will provide effective feedback and encourage students to participate during direct instruction and pullout session to show their understanding of improved reading comprehension skills. Teachers will receive additional professional development regarding effective strategies that can be implemented to help their ELL students become better readers.

Resource Type

Resource

Funding Source

Amount Needed

G4. Based on District data from 2012-2013, students achieved learning gains in Algebra 1 and Geometry. For the 2013-2014 school year, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

G4.B1 Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

G4.B1.S1 Teachers will use additional intervention tutorial programs and direct instruction opportunities to improve the areas of deficiencies identified on Algebra 1 and Geometry EOC results.

Action Step 1

Teachers will create instructional focus calendars to guide their benchmark guided instruction.

Resource Type

Personnel

Resource

Saturday Academy

Funding Source

Title I

Amount Needed

\$1,000

G8. During the 2012-2013 school year, students scoring at or above proficiency on the Biology EOC was 17%. For the 2013-2014 school year, our goal for students scoring at or above proficiency on the Biology EOC is to increase the percentage by 2% to 19%.

G8.B1 Students experience difficulties in understanding scientific and abstract concepts. Students require additional opportunities to use instructional technology and other resources to improve their understanding of the science content assessed on the Biology EOC assessment.

G8.B1.S1 Promote the increased use of instructional technology to enhance and remediate student conceptual knowledge of Biology and provide active coaching and modeling in the use of higher order questioning and response techniques.

Action Step 1

Align APEX curriculum lessons with the item specifications for the Biology EOC. Follow the pace set by the district pacing guides

Resource Type

Personnel

Resource

Saturday Academy

Funding Source

Title I

Amount Needed

\$1,000

G10. Our school will increase the number of students graduating in 4 years (Federal Uniform Graduation) from 13% to 15%.

G10.B1 Reduce the number of students who miss 10% or more of available instructional time from 34% to 33%

G10.B1.S1 Teachers will monitor student attendance and progress on APEX courses.

Action Step 1

Teachers will make phone calls to parents about academic progress and lack of attendance.

Resource Type

Resource

Funding Source

Amount Needed