



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Coral Gables Senior High School

450 BIRD RD

Coral Gables, FL 33146

305-443-4871

<http://cghs.dadeschools.net>

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

72%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

89%

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## School Grades History

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**2013-14**

PENDING

**2012-13**

A

**2011-12**

A

**2010-11**

B

**2009-10**

A

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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Coral Gables Senior High School

##### Principal

Adolfo Costa L

##### School Advisory Council chair

Stephanie Hofmann

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

Name	Title
Adolfo Costa	Principal
Dr. Nestor Diaz	Assistant Principal
Sandy Leal	Reading Teacher Chairperson
Eric Molina	Science Representative
Ayleen Monzon	Vocational Representative
Rebecca Reinoso	Math Representative
Tracey Barrow	Fine Arts Representative
Jenny Lopez-Ponce	Language Arts Representative
Julie Sarmiento	SPED Representative
Robert Reisert	Business Representative
Yvette Camacho	Reading Representative
Patricia Lauter	World Languages Representative
Lilia Sorondo	ELL Representative
Daniel Blackmon	Social Studies Representative

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The Coral Gables Senior High School Educational Excellence School Advisory Council consists of six teachers, four parents, one representing each grade level, one ELL parent representative, one SPED parent representative, three students-two from the day school and one from the night school, one education support employee, three business/community representatives, the UTD steward, the adult school teacher, and the high school and the adult school principals. The principal shall be able to appoint a designee to attend the EESAC meetings that the principal is not able to attend. With the exception of the principals and the business/community representatives, each constituent group shall elect their members. Teachers, students, and education support employees shall also elect an alternate representative. Parents shall elect an alternate representative for each grade level. The Council will be representative of the ethnic, racial, linguistic, disabled, and economic community served by Coral Gables Senior High School. A majority of the members shall not be employed by the school district. All teachers and student services personnel employed by the school are eligible to be elected teacher representatives to the Council. All other persons employed by the school, including paraprofessionals, and those who are not defined as instructional or administrative personnel and whose duties require 20 or more hours in each normal week are eligible to be elected as the education support employee representative. All parents, guardians or significant others responsible for a child enrolled in Coral Gables Senior High School are eligible to be elected as parent representatives, with the exception of those who are also employed by Miami-Dade County Public Schools. The term of office shall be for one school calendar year, with the exception of teachers, who will be elected every three years in order to have established continuity on the Council. If vacancies occur within the Educational Excellence School Advisory Council before the end of their terms, their respective groups will elect replacements (i.e., instructional, non-instructional, parent, student).

### **Involvement of the SAC in the development of the SIP**

The EESAC is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan (SIP) and assists in the annual preparation and evaluation of the SIP. Student Performance Data is reviewed strengths and weaknesses are identified. A SIP is developed that will enhance the students' strengths and provide intervention strategies for their weaknesses. This is accomplished through collaboration with all stakeholders and by reaching consensus. The SIP is monitored throughout the school year and if necessary, adjustments and revisions are made to the plan.

### **Activities of the SAC for the upcoming school year**

For the upcoming school year the EESAC members are expected to: attend all regular and special meetings, communicate with constituents to collect data and opinions for decision making, report to constituents the actions taken by the Council and consider the needs of all students when making decisions.

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

The total of the school improvement funds allocated to our school is \$16,868.00. The monies will be used as follows: \$2,999.00 for student incentives for accomplishments and \$13,869.00 for after school and Saturday tutoring.

### **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**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Adolfo Costa L**

Principal

Years as Administrator: 14

Years at Current School: 5

**Credentials**

Bachelor of Science: English  
 Florida International University  
 Master of Science in ESOL: Florida International University  
 Educational Leadership Certification: State of Florida

**Performance Record**

2013 – School Grade X  
 Rdg. Proficiency, 57%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 65 points  
 Rdg. AMO No  
 Math AMO–Yes  
 2012 –School Grade A  
 Rdg. Proficiency, 54%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 51 points  
 Rdg. Imp. of Lowest 25% -  
 67 points  
 Math Imp. of Lowest 25% -  
 54 points  
 Rdg. AMO No  
 Math AMO–Yes  
 2011 and prior use original format.  
 11 10 09  
 School Grade B A D  
 High Standards  
 Reading 48 54 35  
 High Standards  
 Math 35 82 77  
 Lrng Gains Rdg 52 60 57  
 Lrng Gains Math 81 79 59  
 Gains-R 25% 47 55 69  
 Gains M-25% 78 73 66







**Dr. Nestor Diaz**

Asst Principal

Years as Administrator: 7

Years at Current School: 26

**Credentials**

Bachelor of Science: Biological Science, Florida International University  
 Master of Science: Computer Education, Nova Southeastern University  
 Doctor of Education-Computing Technology in Education : Nova Southeastern University  
 Biology (6-12)  
 Chemistry (6-12)  
 Computer Science (K-12)  
 Educational Leadership (all Levels)  
 Mathematics (6-12)

**Performance Record**

2013 – School Grade X  
 Rdg. Proficiency, 57%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 64 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO No  
 Math AMO–Yes  
 2012 –School Grade A  
 Rdg. Proficiency, 54%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 51 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 54 points  
 Rdg. AMO No  
 Math AMO–Yes  
 2011 and prior use original format.  
 11 10 09  
 School Grade  
 B A C  
 High Standards  
 Reading  
 48 54 45  
 High Standards  
 Math  
 82 77 69  
 Lrng Gains Rdg  
 52 60 52  
 Lrng Gains Math  
 81 79 67

Gains-R 25%  
47 55 43  
Gains M-25%  
78 73 59

<b>Lazaro Hernandez</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 6

**Credentials**  
Bachelor of Science in Social Studies: Florida International University  
Master of Science: Educational Leadership: Nova University

**Performance Record**  
2013 – School Grade X  
Rdg. Proficiency, 57%  
Math Proficiency, 60%  
Rdg. Lrg. Gains, 67 points  
Math Lrg. Gains, 66 points  
Rdg. Imp. of Lowest 25% - 64 points  
Math Imp. of Lowest 25% - 65 points  
Rdg. AMO No  
Math AMO–Yes  
2012 –School Grade A  
Rdg. Proficiency, 54%  
Math Proficiency, 60%  
Rdg. Lrg. Gains, 65 points  
Math Lrg. Gains, 51 points  
Rdg. Imp. of Lowest 25% - 67 points  
Math Imp. of Lowest 25% - 54 points  
Rdg. AMO No  
Math AMO–Yes  
School Grade  
11 10 09 B A C  
High Standards  
Reading 48 54 45  
High Standards  
Math  
82 77 69  
Lrng Gains Rdg  
52 60 52  
Lrng Gains Math  
81 79 67  
Gains-R 25%  
47 55 43  
Gains M-25%  
78 73 59

## Classroom Teachers

### # of classroom teachers

155

### # receiving effective rating or higher

153, 99%

### # Highly Qualified Teachers

61%

### # certified in-field

155, 100%

### # ESOL endorsed

26, 17%

### # reading endorsed

15, 10%

### # with advanced degrees

75, 48%

### # National Board Certified

5, 3%

### # first-year teachers

3, 2%

### # with 1-5 years of experience

14, 9%

### # with 6-14 years of experience

75, 48%

### # with 15 or more years of experience

63, 41%

## Education Paraprofessionals

### # of paraprofessionals

9

### # Highly Qualified

9, 100%

## 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

1. Provide highly qualified teachers with opportunities for professional growth
2. Review applicant's resumes for appropriate certification for open positions
3. College Campus Job Fairs and e-recruiting at Universities
4. Partnering new teachers with veteran staff
5. Give highly qualified teachers opportunities to apply for leadership roles within the school

6. Regular meeting of new teachers with Principal/APC
7. Recognizing accomplishments and accolades of teachers through morning announcements, school newspaper, etc.

### **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**

MINT Trained and certified teachers:

Sherry Furnari  
Paula Munnerlyn  
Diana Van Wyk

These teachers are paired up with beginning teachers because of the following reasons:

- ~They are veteran teachers who have been MINT trained and certified.
- ~ They will plan collaboratively with their mentee.
- ~ They are willing to participate in weekly meeting to discuss and share best practices.

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

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

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

The team meets every other week to review data and to make instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, make decisions to take corrective actions as needed. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation by meeting regularly with the department chairs and the curriculum council.

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

Adolfo Costa – Principal  
Dr. Nestor Diaz – Assistant Principal  
Aida M. Diaz- Assistant Principal  
Joseph Evans-Assistant Principal  
Lazaro Hernandez-Assistant Principal  
Robert Reisert-Business Department  
Marieta Ginory-SPED Department  
Lilia Sorondo-ELL Department  
Tracey Barrow-Shoenblatt-Fine Arts Department  
Diana Van Wyk-Lamb-International Baccalaureate Department  
Paula Munnerlyn-Language Arts Department  
Yanitza Herrera-Mathematics Department  
Tracy Sires-Media Center  
Louis Romero-Physical Education Department

Stephen Campagna-Reading Department  
 Orestes Mayo-Science Department  
 Stephanie Cosgrove-Social Studies Department  
 Theresa Alvarado-Student Services Department  
 Africa Andrews-Test Chairperson Department  
 Carmen Rodriguez-Vocational Department  
 Gaston Rodriguez-Academy of Business and International Finance  
 Ayleen Monzon-Academy of Design Education and Hospitality  
 Mary Morrow-Academy of Visual and Performing Arts  
 Ana Zuniga-Academy of Communication, Arts, and Digital Media  
 Julio Garcia-Academy of Health Science, Public Service and Law  
 Nadege Saint Cyr- School Social Worker

The MTSS/Rtl Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systemic approach to teaching and aligns processes and procedures.

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

The team will meet monthly to ensure and monitor that a multi-tiered system of reading support is present and effective. The leadership team will provide ongoing efficient facilitation and accurate use of a problem solving process to support planning, implementing and the evaluation of the effectiveness of the MTSS. Professional development opportunities will be designed to promote an on-going data driven instruction that are aligned to students' learning goals. Students who are low performing are scheduled in the Intensive Reading and Intensive Mathematics classes. Supplemental programs are implemented to assist the low performing students throughout the year such as after school tutoring.

### **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**

- Reading baseline data and progress monitoring is managed through the Progress Monitoring and Reporting Network (PMRN), Fair, Hampton Brown-The Edge, Achieve 3000 (for ELL) and the Jamestown Reading Navigator.
- Mathematics baseline data for End of Course Algebra I and Geometry and progress monitoring is managed through Edusoft.
- Science baseline for Biology End of Course data and progress monitoring is managed through Edusoft.
- Social Studies baseline data for End of Course data and progress monitoring is managed through Edusoft.
- Writing baseline data and progress monitoring is managed through Write Score.
- Mid-Year data: FAIR assessment, Achieve 3000, District Interim Assessment
- The daily attendance reports are managed through PLASCO.
- End-of-Year data: FAIR assessment, Achieve 3000, District Interim Assessment, Comprehensive English Language Learning Assessment (CELLA) and End of Course Results for Algebra I, Geometry, Biology and United States History
- Attendance and Suspension Reports

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

Selected members of the MTSS/Rtl team will be trained during Summer and early Fall sessions. Professional development sessions will be provided during teachers' common planning time, department

meetings and faculty meetings throughout the year. The MTSS team will also evaluate additional professional development needs during the bi-weekly MTSS Leadership Team meetings. The team will meet monthly and monitor that a multi-tiered system of reading support is present and effective. The leadership team will provide ongoing, efficient facilitation and accurate use of a problem solving process to support planning, implementing and the evaluation of the effectiveness of the MTSS. Professional development opportunities will be designed to promote an on-going data driven instruction that are aligned to students' learning goals. Students who are low performing are scheduled in the Intensive Reading and Intensive Mathematics classes. Supplemental programs are implemented to assist the low performing students throughout the year such as after-school learning.

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,700

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

#### Strategy Purpose(s)

- Instruction in core academic subjects

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

The data is collected through bi-weekly mini-assessments to monitor if students are on target with the tested item specifications on each assessment that they are receiving tutoring and intervention.

#### Who is responsible for monitoring implementation of this strategy?

The Leadership team and department chairpersons



**Strategy:** Weekend Program**Minutes added to school year:** 2,700

Students will have the opportunity to participate in the following:

Saturday Tutoring: Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, U.S. History, SAT/ACT to assist them in passing state required assessments.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

The data is collected through bi-weekly mini-assessments to monitor if students are on target with the tested item specifications on each assessment that they are receiving tutoring and intervention.

**Who is responsible for monitoring implementation of this strategy?**

The Leadership team and department chairpersons

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

<b>Name</b>	<b>Title</b>
Adolfo Costa	Principal
Dr. Nestor Diaz	Assistant Principal of Curriculum
Sandy Leal	Reading Teacher
Eric Molina	Science Representative
Ayleen Monzon	Vocational Representative
Rebecca Reinoso	Math Representative
Tracey Barrow-Shoenblatt	Fine Arts Representative
Jenny Lopez-Ponce	Language Arts Representative
Julie Sarmiento	SPED Representative
Robert Reisert	Business Representative
Yvette Camacho	Reading Representative
Patricia Lauter	World Languages Representative
Lili Sorondo	ELL Representative
Daniel Blackmon	Social Studies Representative

**How the school-based LLT functions**

Teachers from each department, and across the curriculum, are invited to join the LLT meetings where conversations are based on how literacy can best be promoted throughout the school in all classrooms. Meetings are focused around a central literacy idea that the team decides is important to implement during the school year. Teachers discuss the best approaches, and/or strategies, of how to implement the literacy theme. The teachers take these ideas back to their departments and share them with their

colleagues, and gather any input for the next meeting. Each department's representative then shares their knowledge with the LLT and a plan of action is formulated for school wide implementation

### **Major initiatives of the LLT**

The major initiative of the Literacy Leadership Team for the 2013-2014 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that will be used include the following:

- \* Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum.
- \* Incorporate the blended curriculum to reflect the common core standards across the curriculum.
- \* Increase the student use of Reading Plus program by offering incentives to students.

## **Every Teacher Contributes to Reading Instruction**

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

Teachers from each department, and across the curriculum, are invited to join the LLT meetings where conversations are based on how literacy can best be promoted throughout the school in all classrooms. They participate in professional development activities in differentiated instruction, reading strategies and how to interpret FCAT and Interim Assessment Data. Individual students' test scores are made available to the teachers. Every department adopts a reading benchmark and incorporates it in their lesson plans and instruction according to the school wide Reading Focus Calendar. With the implementation of reading across the curriculum initiative, the teachers, develop classroom assessment within their content area that will address the reporting categories of the FCAT 2.0 reading assessment.

## **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**

Coral Gables Senior High applies and integrates courses to help students see the relationships between subjects and relevance to their future by:

- Incorporating the Academy and Small Learning Community (SLC) Model
- Selection of academy by students in grade 9
- Incorporating more academic content in vocational courses
- Vocational and core teachers plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more career oriented and vocationally relevant
- Industry Certification available throughout the Academies for the students completing the 4 year track

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

Coral Gables Senior High School encourages students to be active participants in their own learning so that their course of study is personally meaningful and relevant. This is encouraged through:

- selection of a 4 year course of study in an academy
- meeting with counselor to assist in course selection
- placing students in internships with our business partners
- increased use of technology to research careers

- “Career Fairs”
- College Fair
- Guest speakers
- E-Pep
- Academy Awareness Day

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

Coral Gables Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds.

Coral Gables Senior High School’s percentage of graduates completing a college prep curriculum is 81%; enrolled in Algebra I course before 9th grade is 27%; completed at least one level 3 high school math course is 42%; and completed a Dual Enrollment (DE) math course is 4%.

The Sunshine State Standards is focused on creating a greater emphasis on math preparedness. We will continue to encourage students to take AP, IB, or DE classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarship Program.

Throughout the school year; numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Coral Gables alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.

Coral Gables has a high percentage of graduates in Florida’s public post-secondary institutions 68% and state community and/or state universities 62%. This is due in part by the continuous awareness program established in school by our College Assistance Program (CAP). The school CAP counselors create and distribute a monthly newsletter to the students to keep them abreast of the upcoming college visitation information, the scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

### **Strategies for improving student readiness for the public postsecondary level**

Students in grade 10 will participate in the October administration of the PSAT. The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not college ready will be provided with remediation and additional opportunities to the PERT exam. Seniors who are not college ready are enrolled in a Florida College Prep class for reading writing and mathematics in order to assist them in transitioning to college.

## 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	61%	57%	No	65%
American Indian				
Asian	87%	71%	No	88%
Black/African American	44%	45%	Yes	50%
Hispanic	60%	54%	No	64%
White	79%	80%	Yes	81%
English language learners	31%	23%	No	38%
Students with disabilities	36%	30%	Yes	42%
Economically disadvantaged	54%	49%	No	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	388	23%	26%
Students scoring at or above Achievement Level 4	542	32%	33%

#### 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>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		32%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

**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)	284	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	188	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	186	35%	42%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	288	37%	39%

**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	610	71%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	60%	Yes	41%
American Indian				
Asian		86%		
Black/African American	28%	47%	Yes	35%
Hispanic	34%	58%	Yes	41%
White	43%	81%	Yes	49%
English language learners	27%	37%	Yes	34%
Students with disabilities	29%	32%	Yes	36%
Economically disadvantaged	32%	55%	Yes	39%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		32%
Students scoring at or above Level 7	[data excluded for privacy reasons]		32%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		66%	69%
Students in lowest 25% making learning gains (EOC)		65%	69%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	93	12%	15%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	36%	40%
Students scoring at or above Achievement Level 4	64	12%	13%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	29%	32%
Students scoring at or above Achievement Level 4	192	24%	26%

**Area 4: Science****Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	259	31%	34%
Students scoring at or above Achievement Level 4	183	22%	23%

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	125		150
Participation in STEM-related experiences provided for students	450	7%	8%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	442	13%	15%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		97%	98%
Students taking one or more advanced placement exams for STEM-related courses	294	9%	11%
CTE-STEM program concentrators	4		5
Students taking CTE-STEM industry certification exams	31	28%	30%
Passing rate (%) for students who take CTE-STEM industry certification exams		29%	31%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	2570	77%	79%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	98	3%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		92%	94%
Students taking CTE industry certification exams	237	9%	11%
Passing rate (%) for students who take CTE industry certification exams		61%	63%
CTE program concentrators	12		
CTE teachers holding appropriate industry certifications			

**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	341	10%	9%
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	152	18%	17%
Students with grade point average less than 2.0	478	15%	14%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	264	8%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	567	16%	15%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	21	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	584	80%	82%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	97	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	675	75%	77%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our Goal for the 2012-2014 school year is to increase the percentage of parents participating in school wide activities to 46 percent. Forty-five percent of Ferguson parents were involved in parental activities during the 2012-2013 school year.

Barriers:

The barriers are: lack of participation in school wide activities by parents of ELL students due to language barrier and school wide activities conflicting with parents' work schedule.

Our targets for this year are: to provide opportunities with the PTSA to conduct meetings at different times, morning, evening and on weekends; have a translator available at all parent meetings to promote participation and ensure understanding of all discuss items; and to monitor parents' attendance at monthly parent meeting and school sponsored activities.



**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
We will provide opportunities with the PTSA to conduct meetings at different times.	1462	45%	46%
We will provide translators.	1462	45%	46%
We will monitor parents' attendance at monthly parent meeting and school sponsored activities	1462	45%	46%

## Goals Summary

- G1.** The results on the 2013 Reading FCAT 2.0 indicate that 57 percent of all students scored at or above Level 3. The goal for 2013-2014 is to increase the number of students scoring at proficiency at 65 percent.
- G2.** On the 2013 Writing FCAT, 71 percent of students in grade 10 scored at Level 3.5 or above. The goal for 2013-2014 is to increase the percentage of students scoring at Level 3.5 or higher to 74 percent.
- G3.** On the 2013 Algebra 1 EOC 36 percent of the students scored at level 3 and 12 percent scored at level 4 or 5.
- G4.** On the 2013 Geometry EOC, 29 percent of students scored at level 3 and 24 percent of students scored at level 4 or 5. Our goal for 2014 is to increase students scoring at level 3 to 32 percent and increase level 4 or 5 to 26 percent.
- G5.** Results on the 2013 Biology Baseline Assessment indicate that 31 percent scored at Level 3. The target goal for 2013-2014 is 34 percent. Twenty-two percent scored at Levels 4-5. The target goal for 2013-2014 is to increase Levels 4-5 to 23 percent.
- G6.** Increase the number of students participating in STEM related competitions and increase passing scores in Industry Certification Exams.
- G7.** During 2013, 77 percent of students enrolled in one or more CTE course. Our goal for 2014 is for 79 percent of students to enroll in one or more CTE course.
- G8.** During the 2012-2013 school year 237 students (9 percent) took Industry Certification Exams. Our goal for 2013-2014 is to increase the rate of students taking the Industry Certification to 11 percent.
- G9.** Our goal for 2013-2014 is to increase the number of students meeting proficiency on the U.S. History EOC.
- G10.** During the 2012-2013 school year 45 percent of parents were in attendance at parent engagement opportunities. Our goal for 2013-2014 is to increase the number of parents attending parent engagement opportunities to 46 percent.
- G11.** During 2012-2013 ten percent of students missed 10 percent or more of available instructional time. Our goal for 2013-2014 is to decrease the number of students who miss 10 percent or more of available instructional time to 9 percent.
- G12.** During the 2012-2013 8 percent of students received two or more behavior referrals. Our goal for 2013-2014 is to lower the number of students receiving two or more behavior referrals to 7 percent.

- G13.** During 2012-2013 16 percent of students received one or more behavior referrals that lead to suspension. Our target is to decrease the number of students receiving one or more behavior referrals leading to suspension to 15 percent of students.
- G14.** During 2012-2013 18 percent of 9th graders failed two or more courses in any subject. Our goal for 2013-2014 is to decrease the number of 9th graders who fail two or more courses in any subject to 17 percent.
- G15.** During the 2012-2013 school year 15 percent of students had a GPA less than 2.0. Our goal for 2013-2014 is to decrease the number of students with a GPA less than 2.0 to 14 percent.
- G16.** During the 2012-2013 school year one percent of our students dropped out of school. Our goal for the 2013-2014 is to maintain the students dropping out of school to one percent.
- G17.** During the 2012-2013 school year, 80 percent of graduating students graduated in 4 years. Our goal for 2013-2014 is to increase the students graduating in 4 years to 82 percent.
- G18.** During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

## Goals Detail

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 57 percent of all students scored at or above Level 3. The goal for 2013-2014 is to increase the number of students scoring at proficiency at 65 percent.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- The primary resource needed for all students will be funds for Saturday or after-school tutoring

### **Targeted Barriers to Achieving the Goal**

- Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.
- Performance data for students scoring at level 4 or above on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.
- Performance data for students in the ELL, Black, White, Hispanic, Students with Disabilities (SWD), English Language Learners (ELL) and Economically Disadvantaged (ED) subgroups indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to student weaknesses in vocabulary and reading application.
- The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.
- The area of deficiency for students in the lowest 25 percent subgroup not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.
- The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students having limited opportunities to speak in English outside the classroom.
- The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students having limited opportunity to read and use reading strategies in English outside of the classroom.
- The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

### Plan to Monitor Progress Toward the Goal

Using the FCIM model, pretests will be administered at the beginning of the school year to determine the needs of the students, and the curriculum will be designed to address those needs. Formative quizzes, teacher-created tests, Interim Assessments, and samples of student work will be used to assess progress with instruction modified as needed

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

The formative evaluations will be the Interim Assesments and the summative evaluation will be the 2014 Reading FCAT 2.0.

**G2.** On the 2013 Writing FCAT, 71 percent of students in grade 10 scored at Level 3.5 or above. The goal for 2013-2014 is to increase the percentage of students scoring at Level 3.5 or higher to 74 percent.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Saturday and after school tutoring

#### Targeted Barriers to Achieving the Goal

- The anticipated barrier is students' difficulty to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

### Plan to Monitor Progress Toward the Goal

Using the FCIM, samples of student work will be collected and analyzed using the Florida Writes rubric, with instruction modified as required.

#### Person or Persons Responsible

Assistant Principal of Curriculum and the Language Arts Department Chair

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

The 2014 Florida Writing Test

**G3.** On the 2013 Algebra 1 EOC 36 percent of the students scored at level 3 and 12 percent scored at level 4 or 5.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- The resources will be after school and Saturday morning tutoring.

**Targeted Barriers to Achieving the Goal**

- According to the 2013 Algebra 1 EOC, Level 3 students had the most difficulty with Functions, Linear Equations, and Inequalities due to limited practice of graphing linear equations.
- Students experience great difficulty in solving multi-step equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC level 4 and 5 students had the most difficulty with Functions, Linear Equations, and Inequalities.

**Plan to Monitor Progress Toward the Goal**

Fidelity Using the FCIM, data collected from samples of student work, quizzes, tests and Interim Assessments will be analyzed and instruction modified accordingly.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Biweekly

**Evidence of Completion:**

Teacher-created quizzes and tests, Interim Assessments, EOC Algebra 1 Assessment

**G4.** On the 2013 Geometry EOC, 29 percent of students scored at level 3 and 24 percent of students scored at level 4 or 5. Our goal for 2014 is to increase students scoring at level 3 to 32 percent and increase level 4 or 5 to 26 percent.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- After school and Saturday tutoring

**Targeted Barriers to Achieving the Goal**

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

### Plan to Monitor Progress Toward the Goal

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

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Formative Assessments-Quizzes/Tests, Interim Assessments, Summative Assessment -2014 Geometry EOC

**G5.** Results on the 2013 Biology Baseline Assessment indicate that 31 percent scored at Level 3. The target goal for 2013-2014 is 34 percent. Twenty-two percent scored at Levels 4-5. The target goal for 2013-2014 is to increase Levels 4-5 to 23 percent.

#### Targets Supported

- Science - High School
- Science - Biology 1 EOC

#### Resources Available to Support the Goal

- Gizmos, After school and Saturday tutoring, Benchmark Assessments/Mini-Reviews, NBC Science (Discovery)

#### Targeted Barriers to Achieving the Goal

- Students scoring at Level 3 on the 2013 Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. There is limited opportunity for the teachers to plan and share instructional practices. As well as limited lab activities throughout the Biology courses.
- Students scoring at Level 4 and-5 on the Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. Students need additional practice on inquiry based activities that make connections to real-life experiences.

### Plan to Monitor Progress Toward the Goal

Using the FCIM model, samples of student work, quizzes, tests and calculations will be analyzed and instruction modified as needed

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

2014 EOC Biology Assessment

**G6.** Increase the number of students participating in STEM related competitions and increase passing scores in Industry Certification Exams.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- AP Coordinator

**Targeted Barriers to Achieving the Goal**

- Though there has been moderate participation in STEM-related competitions through many of our academy classes, there needs to be more participation from science students.
- Lack of non-exposure of students to advanced math, science and technology courses is an anticipated barrier.

**Plan to Monitor Progress Toward the Goal**

Using the FCIM model, the number of competitions and students participating will be tracked and efforts will be made to recruit more participants.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.

**G7.** During 2013, 77 percent of students enrolled in one or more CTE course. Our goal for 2014 is for 79 percent of students to enroll in one or more CTE course.

**Targets Supported**

- CTE
- EWS - Graduation

**Resources Available to Support the Goal**

- Web based certification programs for Photo Shop , Web based certification programs for Dream Weaver

**Targeted Barriers to Achieving the Goal**

- Some academies are not CTE related and those students work to complete their academy requirements.



### Plan to Monitor Progress Toward the Goal

Student services and administration will monitor progress toward goal.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Number of students enrolled in CTE courses who complete accelerated courses.

**G8.** During the 2012-2013 school year 237 students (9 percent) took Industry Certification Exams. Our goal for 2013-2014 is to increase the rate of students taking the Industry Certification to 11 percent.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Web based certification programs for Photo Shop , Web based certification programs for Dream Weaver
- Web based certification programs for Photo Shop , Web based certification programs for Dream Weaver

**Targeted Barriers to Achieving the Goal**

- Students in CTE courses are not always ready for Industry Certification exams.

### Plan to Monitor Progress Toward the Goal

Data from the current school year will be compared with previous years to see if there has been an increase in CTE certifications exam readiness.

**Person or Persons Responsible**

Leadership

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Number of students passing Industry Certification exams.

**G9.** Our goal for 2013-2014 is to increase the number of students meeting proficiency on the U.S. History EOC.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- After School and Saturday Tutoring

**Targeted Barriers to Achieving the Goal**

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

**Plan to Monitor Progress Toward the Goal**

Using FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Summative Assessment: 2014 U.S. History EOC

**G10.** During the 2012-2013 school year 45 percent of parents were in attendance at parent engagement opportunities. Our goal for 2013-2014 is to increase the number of parents attending parent engagement opportunities to 46 percent.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Provide Interpreters for parents who do not speak or understand English

**Targeted Barriers to Achieving the Goal**

- Parental engagement opportunities conflict with parents' work schedule.
- Many of our students' parents do not speak or understand the English language.

### Plan to Monitor Progress Toward the Goal

Leadership Team will monitor the parent engagement sign-in logs and identify trends in parental participation

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

End-of-school year

**Evidence of Completion:**

Evidence of an increase in parental participation

**G11.** During 2012-2013 ten percent of students missed 10 percent or more of available instructional time. Our goal for 2013-2014 is to decrease the number of students who miss 10 percent or more of available instructional time to 9 percent.

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- After School and Saturday Tutoring

**Targeted Barriers to Achieving the Goal**

- Students and parents are not always knowledgeable about the District's Attendance Policy.

### Plan to Monitor Progress Toward the Goal

Effectiveness of strategies will be monitored by Assistant Principal for Attendance reviewing the Daily Attendance Bulletin.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Evidence of an increase in attendance in 2013-2014 school-year

**G12.** During the 2012-2013 8 percent of students received two or more behavior referrals. Our goal for 2013-2014 is to lower the number of students receiving two or more behavior referrals to 7 percent.

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- After School Detention

**Targeted Barriers to Achieving the Goal**

- Students are not always knowledgeable about classroom rules, school-wide procedures, Code of Student Conduct.

### Plan to Monitor Progress Toward the Goal

Assistant Principals will review Plascotrac monthly reports for trends in minor disciplinary violations.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Number of students receiving referrals

**G13.** During 2012-2013 16 percent of students received one or more behavior referrals that lead to suspension. Our target is to decrease the number of students receiving one or more behavior referrals leading to suspension to 15 percent of students.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- After School Detention

**Targeted Barriers to Achieving the Goal**

- Students may choose to not conform to classroom rules, school wide procedures, and Code of Student Conduct.

### Plan to Monitor Progress Toward the Goal

Leadership team will monitor implementation of the school wide progressive discipline plan.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Decrease in number of referrals

**G14.** During 2012-2013 18 percent of 9th graders failed two or more courses in any subject. Our goal for 2013-2014 is to decrease the number of 9th graders who fail two or more courses in any subject to 17 percent.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- After School and Saturday Tutoring
- After School and Saturday Tutoring
- After School and Saturday Tutoring

**Targeted Barriers to Achieving the Goal**

- Ninth grade students sometimes have difficulty passing all of their classes due to the transition period to an eight period day.

**Plan to Monitor Progress Toward the Goal**

Administration will monitor effectiveness of strategies by conducting classroom observations and meetings with student services.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Number of 9th grade students in potential failure report.

**G15.** During the 2012-2013 school year 15 percent of students had a GPA less than 2.0. Our goal for 2013-2014 is to decrease the number of students with a GPA less than 2.0 to 14 percent.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- After School and Saturday tutoring sessions

**Targeted Barriers to Achieving the Goal**

- Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness.

### Plan to Monitor Progress Toward the Goal

Effectiveness of strategies will be monitored by administrators and student services reviewing the GPA report and confirming that students are taking courses for forgiveness.

**Person or Persons Responsible**

Administrators and Student Services

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Increase of number of students with GPAs 2.0 or above

**G16.** During the 2012-2013 school year one percent of our students dropped out of school. Our goal for the 2013-2014 is to maintain the students dropping out of school to one percent.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- After school and Saturday tutoring sessions

**Targeted Barriers to Achieving the Goal**

- Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.

### Plan to Monitor Progress Toward the Goal

Administration, teachers, and Student Services will monitor progress by reviewing Potential Failure Report and graduation rate.

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Potential Failure Report and graduation rate

**G17.** During the 2012-2013 school year, 80 percent of graduating students graduated in 4 years. Our goal for 2013-2014 is to increase the students graduating in 4 years to 82 percent.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- After school and Saturday Tutoring

**Targeted Barriers to Achieving the Goal**

- Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.

### Plan to Monitor Progress Toward the Goal

Progress will be monitored by checking the attendance to our tutorial sessions and verifying that all students have a four-year plan.

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Tutoring logs and counselor logs for academic advisement conferences.

**G18.** During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- After School and Saturday tutoring sessions

**Targeted Barriers to Achieving the Goal**

- Academically at-risk students exhibit warning signs of potentially dropping out of school in the areas of academic achievement and social behaviors.

### Plan to Monitor Progress Toward the Goal

Monitoring attendance of tutoring sessions and academic advisement

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Tutoring logs and counselor logs for academic advisement, graduation rate of at-risk students

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 57 percent of all students scored at or above Level 3. The goal for 2013-2014 is to increase the number of students scoring at proficiency at 65 percent.

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

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

### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

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

#### Facilitator:

Language Arts Department Teacher

#### Participants:

All teachers



## **Action Step 2**

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

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work and site generated assessments including benchmarks

### **Facilitator:**

Reading Plus Representative

### **Participants:**

All Teachers

## **Action Step 3**

Students will be given incentives, after demonstrating improvement in their reading scores, after attending Saturday or after school tutoring sessions.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work and site generated assessments including benchmarks.

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Analysis of student work, formative evaluations, Interim Assessments, Summative Evaluation-Reading FCAT 2.0

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

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

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmarks.

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B2.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment: Quizzes/Tests and Interim Assessments

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Effectiveness of G1.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

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

**Action Step 1**

Students will practice locating and verifying details, critically analyze and synthesize details to draw correct conclusion(s) to information text.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

**Action Step 2**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B3.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments: Quizzes/Tests and Interim Assessments

**G1.B4** The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

**G1.B4.S1** Provide opportunities for students to use informational text to strengthen arguments to support their answers,

**Action Step 1**

Students will be given the opportunity to attend after school or Saturday tutoring sessions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

After school and or Saturday

**Evidence of Completion**

Student work and site generated assessments including benchmarks.

**Action Step 2**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks.

### **Action Step 3**

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

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments including benchmarks

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

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

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B4.S1**

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

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Quizzes/Tests and Interim Assessments



**G1.B5** The area of deficiency for students in the lowest 25 percent subgroup not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

**G1.B5.S1** Teachers will implement the use of practice with prefixes, suffixes, root words, synonyms/ antonyms as well as using context clues to distinguish the correct meaning of words that have multiple meanings.

**Action Step 1**

Following the FCIM model, the students' performance data will be reviewed to monitor the students' progress and corrective action will be implemented on a timely basis.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work and site generated assessments including benchmarks.

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

Following the FCIM model, data will be reviewed, students' progress will be monitored and corrective action will be implemented on a timely basis.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

### Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, students' progress will be reviewed and corrective action will be implemented on a timely basis.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessments- Quizzes/Tests and Interim Assessments

**G1.B5.S2** Provide opportunities for students to use informational text to strengthen arguments to support their answers.

#### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

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

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

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

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Quizzes/Tests and Interim Assessments

### Plan to Monitor Effectiveness of G1.B5.S2

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

**G1.B6** The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students having limited opportunities to speak in English outside the classroom.

**G1.B6.S1** Students will be provided with opportunities to improve their listening and speaking skills.

**Action Step 1**

Using a variety of reading materials, students will engage in small group discussions to enhance their ability to speak the English language in a comfortable learning environment.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

### Plan to Monitor Effectiveness of G1.B6.S1

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Baseline and Interim Assessments, CELLA

**G1.B7** The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students having limited opportunity to read and use reading strategies in English outside of the classroom.

**G1.B7.S1** Provide students with a variety of resources to improve their literacy and vocabulary.

**Action Step 1**

Implement a range of vocabulary development activities such as the use of graphic organizers and charts to enhance students' understanding of vocabulary.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Samples of student work, Quizzes/Tests

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

Following the FCIM model, sample of student work will be collected and analyzed, with strategies modified as necessary.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Quizzes/Tests, Students' Portfolios

## Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, teachers will analyze data from Baseline and Interim Assessments, collaborate and share best practices in regular department meetings. Instruction will be modified as necessary.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

**G1.B8** The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

**G1.B8.S1** Expose students to a variety of forms of writing and engage them in assignments in which they will correctly use English grammar conventions and enhance vocabulary usage in all their writing assignments.

### Action Step 1

Provide opportunities for students to practice the process of planning, drafting, revision, editing and publishing writing assignments

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Quizzes/Tests, Student Work and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B8.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessment; Tests/Quizzes and Interim Assessments

**G2.** On the 2013 Writing FCAT, 71 percent of students in grade 10 scored at Level 3.5 or above. The goal for 2013-2014 is to increase the percentage of students scoring at Level 3.5 or higher to 74 percent.

**G2.B1** The anticipated barrier is students' difficulty to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

**G2.B1.S1** Students will practice writing skills with both expository and persuasive prompts, paying close attention to grammar, sentence construction, and comma-usage conventions.

### **Action Step 1**

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

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated writing assessments

#### **Facilitator:**

Language Arts Department Chair

#### **Participants:**

All teachers

## Action Step 2

Students will use revising/editing charts, teacher conferencing, and peer editing through collaborative oral discussions to build on each other's thoughts and ideas

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data from the pretest and samples of students' writing.

### Facilitator:

Language Arts Department Chair

### Participants:

All Teachers

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

Using the FCIM, samples of student work will be collected from language arts classes and analyzed using the Florida Writes rubric, with instruction modified as required.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student writing samples



## Plan to Monitor Effectiveness of G2.B1.S1

Using the FCIM samples of student work will be collected and analyzed using the Florida Writes rubric, with instruction modified as required.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student writing samples and the 2014 Florida Writing Test

**G3.** On the 2013 Algebra 1 EOC 36 percent of the students scored at level 3 and 12 percent scored at level 4 or 5.

**G3.B1** According to the 2013 Algebra 1 EOC, Level 3 students had the most difficulty with Functions, Linear Equations, and Inequalities due to limited practice of graphing linear equations.

**G3.B1.S1** Provide opportunities for students to practice problem based equations on linear functions.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Samples of student work consistent with the pacing guides. Samples of student work showing consistent problem-solving methods. Quizzes and Tests

### Facilitator:

Mathematics Department Chair

### Participants:

All Math Teachers

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

Using the FCIM, data collected from samples of student work, quizzes, tests and Interim Assessments will be analyzed and instruction modified accordingly.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Samples of student work, Teacher-created quizzes and tests, Interim Assessments

### **Plan to Monitor Effectiveness of G3.B1.S1**

Using the FCIM, data collected from samples of student work, quizzes, tests and Interim Assessments will be analyzed and instruction modified accordingly.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Samples of student work, Teacher-created quizzes and tests, Interim Assessments, Algebra EOC

**G3.B2** Students experience great difficulty in solving multi-step equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC level 4 and 5 students had the most difficulty with Functions, Linear Equations, and Inequalities.

**G3.B2.S1** Provide opportunities for students to increase problem based learning and applications when solving linear equations.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

**Action Step 2**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

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

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

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G3.B2.S1**

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

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Quizzes/Tests and Interim Assessments

**G4.** On the 2013 Geometry EOC, 29 percent of students scored at level 3 and 24 percent of students scored at level 4 or 5. Our goal for 2014 is to increase students scoring at level 3 to 32 percent and increase level 4 or 5 to 26 percent.

**G4.B1** According to the 2013 Geometry EOC, students scoring at Level 3 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on reasoning and constructing deductive proofs.

**G4.B1.S1** Provide opportunities for students to practice the content to identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

### **Action Step 1**

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

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks

#### **Facilitator:**

Mathematics Department Chair

#### **Participants:**

Mathematics Teachers

## **Action Step 2**

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

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work and site generated assessments, including benchmarks

### **Facilitator:**

Mathematics Math Chair

### **Participants:**

All Mathematics Teachers

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

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

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Quizzes/tests and Interim Assessments

### Plan to Monitor Effectiveness of G4.B1.S1

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

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessments- Quizzes/Tests and Interim Assessments

**G4.B2** According to the 2013 Geometry EOC students at Level 4 and 5 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on applying geometric concepts in modeling real-world situations.

**G4.B2.S1** Provide opportunities for students to practice apply transformations in two dimensional geometry.

#### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work and site generated assessments including benchmarks.

## Action Step 2

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work and site generated assessments including benchmarks

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

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G4.B2.S1

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments



**G5.** Results on the 2013 Biology Baseline Assessment indicate that 31 percent scored at Level 3. The target goal for 2013-2014 is 34 percent. Twenty-two percent scored at Levels 4-5. The target goal for 2013-2014 is to increase Levels 4-5 to 23 percent.

**G5.B1** Students scoring at Level 3 on the 2013 Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. There is limited opportunity for the teachers to plan and share instructional practices. As well as limited lab activities throughout the Biology courses.

**G5.B1.S1** Students will be provided with hands-on activities to promote real-world connections with the biochemical principles studied in their Biology course

### **Action Step 1**

Students will participate in hands-on activities that will include but not be limited to Biology Higher Order Thinking activities and appropriate Essential Labs.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab reports, tests, and quizzes

#### **Facilitator:**

Science Department Chair

#### **Participants:**

All Science Teachers

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

Using the FCIM model, samples of student work, quizzes, tests and calculations will be collected and analyzed, and instruction modified as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Student Work, Quizzes/Tests, Interim Assessments

## Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM model, samples of student lab reports and calculations as well as quizzes and tests will be analyzed and instruction will be modified as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Lab Reports, Quizzes/Tests, and Interim Assessments

**G5.B2** Students scoring at Level 4 and-5 on the Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. Students need additional practice on inquiry based activities that make connections to real-life experiences.

**G5.B2.S1** Provide activities for the students to design and develop science and engineering projects.

### Action Step 1

Students will participate in hands-on activities that will include but not be limited to Biology Higher Order thinking activities and appropriate essential labs.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lab reports, tests and quizzes

### Facilitator:

Science Department Chair

### Participants:

Science Teachers

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

Using the FCIM model, samples of student work, quizzes, tests and calculations will be collected and analyzed, and instruction modified as needed

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Student Work, Quizzes, Tests, Interim Assessments

### **Plan to Monitor Effectiveness of G5.B2.S1**

Using the FCIM model, samples of student lab reports and calculations as well as quizzes and tests will be analyzed and instruction modified as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports, Quizzes, Tests and Interim Assessments

### **G5.B2.S2 Implement inquiry based and virtual science experiments**

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Fidelity of Implementation of G5.B2.S2**

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

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G5.B2.S2**

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

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

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

### **G5.B2.S3 Provide opportunities for to enroll in AP and Dual Enrollment Science classes.**

#### **Action Step 1**

Teachers and counselors will encourage qualified students to enroll in AP and Dual Enrollment Science classes.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks

## Action Step 2

Teachers and counselors will encourage qualified students to enroll in AP and Dual Enrollment Science classes.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments, including benchmarks

## Plan to Monitor Fidelity of Implementation of G5.B2.S3

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

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

## Plan to Monitor Effectiveness of G5.B2.S3

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

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

**G6.** Increase the number of students participating in STEM related competitions and increase passing scores in Industry Certification Exams.

**G6.B1** Though there has been moderate participation in STEM-related competitions through many of our academy classes, there needs to be more participation from science students.

**G6.B1.S1** Provide more opportunities for competitions involving high-interest field such as robotics

**Action Step 1**

Increase opportunities for both in-class and after-school high interest, science -related studies, activities, and competitions.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

An increase in the number of competitions available for students, and an increase in the number of students participating

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

Using the FCIM model, the number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Competition models, final scores and awards from competitions and an increase of the number of students participating

### Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM model, the number of competitions and students participating will be tracked, and efforts will be made to recruit more participants.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Competition models, final scores and awards from competitions, and an increase of students participating.

**G6.B2** Lack of non-exposure of students to advanced math, science and technology courses is an anticipated barrier.

**G6.B2.S1** Our strategies will include providing information to students regarding advanced math, science and technology courses; identifying students who may be successful in AP science and math courses and encouraging them to enroll; and promoting math, science and technology courses, honor societies, clubs and competitions

#### Action Step 1

Provide information to students regarding STEM courses and their benefits

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

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

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

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments: Interim Assessments, Tests/Quizzes

### **Plan to Monitor Effectiveness of G6.B2.S1**

Following the FCIM model student performance data will be reviewed and potential candidates for AP and STEM courses will be identified.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments: Interim Assessments, Quizzes/Tests



**G7.** During 2013, 77 percent of students enrolled in one or more CTE course. Our goal for 2014 is for 79 percent of students to enroll in one or more CTE course.

**G7.B1** Some academies are not CTE related and those students work to complete their academy requirements.

**G7.B1.S1** Counselors, Lead Teachers and Academy Leaders will check student registration forms to ensure that students are following an academy strand sequence.

**Action Step 1**

Lead Teachers and counselors will review the course sequences for the academy strands and develop a plan for monitoring students .

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence of students enrolling in one or more CTE course

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

Academy Leaders will work with student services to insure that students are being properly guided and informed of the procedures and policies regarding subject selection.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Number of students enrolling in one or more CTE course.

## Plan to Monitor Effectiveness of G7.B1.S1

Effectiveness will be monitored by the reduction of the number of schedule changes for CTE Courses.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Number of students enrolling in one or more CTE course.

**G8.** During the 2012-2013 school year 237 students (9 percent) took Industry Certification Exams. Our goal for 2013-2014 is to increase the rate of students taking the Industry Certification to 11 percent.

**G8.B1** Students in CTE courses are not always ready for Industry Certification exams.

**G8.B1.S1** Teachers will develop a timeline for testing certification exams that will afford students more practice time.

### Action Step 1

Academy Leaders will meet with administration to discuss barriers on an ongoing basis. Tutorial sessions will be offered for additional practice

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Number of students passing Industry Certification exams.

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

Academy Leaders will monitor progress through communications with academy teachers and monitor the readiness of students for Industry Certification Exams.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Number of students passing Industry Certification exams

### **Plan to Monitor Effectiveness of G8.B1.S1**

Data from the current school year will be compared with previous years to see if there has been an increase in CTE certifications exam readiness.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Number of students passing Industry Certification exams.

**G9.** Our goal for 2013-2014 is to increase the number of students meeting proficiency on the U.S. History EOC.

**G9.B1** The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the middle third was reporting Category 1: Late Nineteenth and Early Twentieth Centuries.

**G9.B1.S1** Provide opportunities for students to examine opposing points of view on a variety of historical issues and events.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Samples of Student Work, Quizzes/Tests, Interim Assessments

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

Using the FCIM model, social studies teachers will analyze data from samples of student work, quizzes, tests and Interim Assessments. Instruction will be modified as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Samples of Student work, quizzes, tests, Interim Assessments

## Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM model, pacing guides should be checked and data from samples of student work, quizzes, tests and Interim Assessments will be analyzed. Course pacing and instruction will be modified as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Samples of Student Work, Quizzes/Tests, Interim Assessments

**G9.B2** The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the upper third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries.

**G9.B2.S1** Provide opportunities for students to examine opposing points of view on a variety of historical issues.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

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

## Action Step 2

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Tests/Quizzes, Interim Assessments

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

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student work and site generated assessments.

## Plan to Monitor Effectiveness of G9.B2.S1

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Quizzes/Tests, Interim Assessments

**G10.** During the 2012-2013 school year 45 percent of parents were in attendance at parent engagement opportunities. Our goal for 2013-2014 is to increase the number of parents attending parent engagement opportunities to 46 percent.

**G10.B1** Parental engagement opportunities conflict with parents' work schedule.

**G10.B1.S1** Offer parent engagement opportunities during different times of the day. (morning, afternoon, and evening)

**Action Step 1**

Announce parent engagement opportunities through various channels (Internet, phone calls, etc.)

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent sign-in logs

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

Leadership Team will review the sign-in logs of parental participation and identify trends in attendance.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Engagement sign-in logs

### Plan to Monitor Effectiveness of G10.B1.S1

Leadership Team will review the Parent Engagement sign-in logs and determine if there is an increase or decrease of parental participation

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Sign-In logs

### G10.B2 Many of our students' parents do not speak or understand the English language.

#### G10.B2.S1 Provide Interpreters for parents during parent engagement opportunities

**Action Step 1**

Parents will be notified of parent engagement opportunities in English and Spanish

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent sign-in logs

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

Parents will be provided with interpreters during parent engagement opportunities

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent sign-in sheets and logs



## Plan to Monitor Effectiveness of G10.B2.S1

Parents will be notified in English and Spanish of parent engagement opportunities and interpreters will be provided

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Parent sign-in sheets and logs

**G11.** During 2012-2013 ten percent of students missed 10 percent or more of available instructional time. Our goal for 2013-2014 is to decrease the number of students who miss 10 percent or more of available instructional time to 9 percent.

**G11.B1** Students and parents are not always knowledgeable about the District's Attendance Policy.

**G11.B1.S1** District Attendance Policy will be posted in the Attendance Office and the school's Website. District Attendance Policy will be reviewed during grade level orientation. Students registered after grade level orientation will review District Attendance Policy with Assistant Principal as part of their registration.

### Action Step 1

Registration requirements set by the District and school will now include meeting with the Assistant Principal for Attendance as part of registration.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Daily Attendance Bulletin

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

Fidelity will be monitored by Assistant Principal for Attendance reviewing the Daily Attendance Bulletin.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Bulletin

### **Plan to Monitor Effectiveness of G11.B1.S1**

Effectiveness of strategies will be monitored by Assistant Principal for Attendance reviewing the Daily Attendance Bulletin.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Bulletin

**G12.** During the 2012-2013 8 percent of students received two or more behavior referrals. Our goal for 2013-2014 is to lower the number of students receiving two or more behavior referrals to 7 percent.

**G12.B1** Students are not always knowledgeable about classroom rules, school-wide procedures, Code of Student Conduct.

**G12.B1.S1** Teachers will display classroom rules in all classrooms. School-wide progressive discipline plan will be discussed by teachers as part of the opening of schools activity , and will be available on the school website. Students will be afforded continuous reminders throughout the school year regarding school rules and policies by the use of various media: student orientations, posters, TV program, counseling sessions, and individual conduct interventions.

**Action Step 1**

Coordinate a total school wide instructional program related to assisting students in following the rules.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Number of students receiving referrals

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

Assistant Principals and Leadership Team conduct classroom walk-throughs.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Number of students receiving referrals

## Plan to Monitor Effectiveness of G12.B1.S1

Assistant Principals will review Plascotrac monthly reports for trends in minor disciplinary violations.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Number of students receiving referrals

**G13.** During 2012-2013 16 percent of students received one or more behavior referrals that lead to suspension. Our target is to decrease the number of students receiving one or more behavior referrals leading to suspension to 15 percent of students.

**G13.B1** Students may choose to not conform to classroom rules, school wide procedures, and Code of Student Conduct.

**G13.B1.S1** Use low tier disciplinary strategies for minor infractions: redirection, warning, conduct cut, referral to counselor, exclusion from class, detention, etc.; establish rapport with parents/guardians and work as a team to assist the student in making good decisions; use alternative to suspension strategies for students who habitually commit Level I and II infractions of the Student Code of Conduct.

### Action Step 1

Implement the school wide progressive discipline plan.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Monitor COGNOS reports for trends in numbers of referrals.

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

Leadership team will monitor implementation of the school wide discipline plan.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monitor COGNOS reports for trends in numbers of referrals

### **Plan to Monitor Effectiveness of G13.B1.S1**

Assistant Principals will review Plascotrac monthly reports for trends in disciplinary violations.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monitor COGNOS reports for trends in numbers of referrals

**G14.** During 2012-2013 18 percent of 9th graders failed two or more courses in any subject. Our goal for 2013-2014 is to decrease the number of 9th graders who fail two or more courses in any subject to 17 percent.

**G14.B1** Ninth grade students sometimes have difficulty passing all of their classes due to the transition period to an eight period day.

**G14.B1.S1** In order to decrease the number of students failing classes in ninth grade, study skills and time management will be thoroughly covered in ninth grade throughout the curriculum. Parents will be offered training in Parent Portal in order to promote parental involvement in students' academic achievement.

**Action Step 1**

Include study skills and time management in all classes. Train parents on how to use Parent Portal to view grades and supervise the child's academic achievement.

**Person or Persons Responsible**

Administration, Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Potential Failure Report for 9th grade

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

Administration will monitor effectiveness of strategies by conducting classroom observations and meetings with student services.

**Person or Persons Responsible**

Administration, Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Number of 9th grade students in potential failure report

## Plan to Monitor Effectiveness of G14.B1.S1

Administration will monitor effectiveness of strategies by conducting classroom observations and meeting with student services.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Number of 9th grade students in potential failure report

**G15.** During the 2012-2013 school year 15 percent of students had a GPA less than 2.0. Our goal for 2013-2014 is to decrease the number of students with a GPA less than 2.0 to 14 percent.

**G15.B1** Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness.

**G15.B1.S1** Posters with tutoring schedule will be displayed throughout the school. Teachers will provide incentives for students who attend after school tutoring sessions. Counselors will explain forgiveness policy and opportunities to students during orientation, articulation, and individual conferences. Counselors will also keep track of students with a low GPA and provide individual academic counseling every nine week grading period.

### Action Step 1

Create and post tutoring information. Include tutoring and forgiveness policy in orientation and articulating agendas. Each counselor will schedule individual conferences with low GPA students.

### Person or Persons Responsible

Administration and Student Services

### Target Dates or Schedule

Ongoing

### Evidence of Completion

GPA Report

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

Fidelity of implementation will be monitored by administrators and student services reviewing the GPA report and confirming that students are taking courses for forgiveness.

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

GPA Report

### **Plan to Monitor Effectiveness of G15.B1.S1**

Effectiveness of strategies will be monitored by administrators and student services reviewing the GPA report and confirming that students are taking courses for forgiveness.

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

GPA Report



**G16.** During the 2012-2013 school year one percent of our students dropped out of school. Our goal for the 2013-2014 is to maintain the students dropping out of school to one percent.

**G16.B1** Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.

**G16.B1.S1** Utilize the ninth grade classes to assist students in developing positive and effective practices to become thriving and successful students in order to increase graduation rate and decrease dropout rate.

**Action Step 1**

Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. Students will be recommended to attend after school and Saturday tutorial sessions. Counselors will also work with students to help them create a four-year action plan.

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Potential Failure Report and graduation rate

**Plan to Monitor Fidelity of Implementation of G16.B1.S1**

Fidelity will be monitored by checking the attendance in our tutorial sessions and verifying that all students have a four-year plan

**Person or Persons Responsible**

Administration and Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Potential Failure Report and graduation rate

## Plan to Monitor Effectiveness of G16.B1.S1

Effectiveness will be monitored by reviewing Potential Failure Report and graduation rate

### Person or Persons Responsible

Administration and Student Services

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Potential Failure Report and graduation rate

**G17.** During the 2012-2013 school year, 80 percent of graduating students graduated in 4 years. Our goal for 2013-2014 is to increase the students graduating in 4 years to 82 percent.

**G17.B1** Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.

**G17.B1.S1** Posters with tutoring schedule will be displayed throughout the school. Teachers will provide incentives for students who attend after school tutoring sessions. Counselors will explain forgiveness policy and opportunities to students during orientation, articulation, and individual conferences. Counselors will also keep track of students with a low GPA and provide individual academic counseling every nine-week grading period.

### Action Step 1

Counselors will keep track of students at risk of not graduating in 4 years and provide these students with academic counseling.

### Person or Persons Responsible

Administration and Student Services

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences

## **Action Step 2**

Counselors will keep track of students at risk of not graduating in 4 years and provide these students with academic counseling.

### **Person or Persons Responsible**

Administration and Student Services

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Tutoring logs and counselor logs for academic advisement conferences

## **Plan to Monitor Fidelity of Implementation of G17.B1.S1**

Fidelity and implementation will be monitored by reviewing tutoring logs and academic conferences.

### **Person or Persons Responsible**

Administration and Student Services

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Tutoring logs and counselor logs for academic advisement conferences

## **Plan to Monitor Effectiveness of G17.B1.S1**

Effectiveness of strategies will be monitored by reviewing tutoring logs and academic conferences.

### **Person or Persons Responsible**

Administration and Student Services

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Tutoring logs and counselor logs for academic advisement conferences

**G18.** During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

**G18.B1** Academically at-risk students exhibit warning signs of potentially dropping out of school in the areas of academic achievement and social behaviors.

**G18.B1.S1** Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. Academically at-risk students will be recommended to attend after school and Saturday tutorial sessions. Counselors will also work with at-risk students by providing counseling and helping them create a four-year action plan.

### **Action Step 1**

Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. At-risk students will be recommended to attend after school and Saturday tutorial sessions. Counselors will provide counseling and work with students to help them create a four-year action plan.

#### **Person or Persons Responsible**

Administration and Student Services

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Tutoring logs and counselor logs for academic advisement conferences

### **Plan to Monitor Fidelity of Implementation of G18.B1.S1**

Fidelity will be monitored by checking the attendance to our tutorial sessions and verifying that all students have a four-year plan.

#### **Person or Persons Responsible**

Administration and Student Services

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Tutoring logs and counselor logs for academic advisement conferences

## **Plan to Monitor Effectiveness of G18.B1.S1**

Effectiveness of progress will be monitored by checking the attendance to our tutorial sessions and verifying that all students have a four year plan.

### **Person or Persons Responsible**

Administration and Student Services

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Tutoring logs and counselor logs for academic advisement conferences

## Coordination and Integration

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

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

#### Title II

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

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

### Violence Prevention Programs

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

### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

### Nutrition Programs

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

### High School Only

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

### Career and Technical Education

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

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

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

### Other:

#### Health Connect in Our Schools

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 57 percent of all students scored at or above Level 3. The goal for 2013-2014 is to increase the number of students scoring at proficiency at 65 percent.

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

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

### PD Opportunity 1

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

#### Facilitator

Language Arts Department Teacher

#### Participants

All teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

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



## PD Opportunity 2

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

### Facilitator

Reading Plus Representative

### Participants

All Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments including benchmarks

**G2.** On the 2013 Writing FCAT, 71 percent of students in grade 10 scored at Level 3.5 or above. The goal for 2013-2014 is to increase the percentage of students scoring at Level 3.5 or higher to 74 percent.

**G2.B1** The anticipated barrier is students' difficulty to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

**G2.B1.S1** Students will practice writing skills with both expository and persuasive prompts, paying close attention to grammar, sentence construction, and comma-usage conventions.

## PD Opportunity 1

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

### Facilitator

Language Arts Department Chair

### Participants

All teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated writing assessments

## PD Opportunity 2

Students will use revising/editing charts, teacher conferencing, and peer editing through collaborative oral discussions to build on each other's thoughts and ideas

### Facilitator

Language Arts Department Chair

### Participants

All Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data from the pretest and samples of students' writing.

**G3.** On the 2013 Algebra 1 EOC 36 percent of the students scored at level 3 and 12 percent scored at level 4 or 5.

**G3.B1** According to the 2013 Algebra 1 EOC, Level 3 students had the most difficulty with Functions, Linear Equations, and Inequalities due to limited practice of graphing linear equations.

**G3.B1.S1** Provide opportunities for students to practice problem based equations on linear functions.

## PD Opportunity 1

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

### Facilitator

Mathematics Department Chair

### Participants

All Math Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Samples of student work consistent with the pacing guides. Samples of student work showing consistent problem-solving methods. Quizzes and Tests

**G4.** On the 2013 Geometry EOC, 29 percent of students scored at level 3 and 24 percent of students scored at level 4 or 5. Our goal for 2014 is to increase students scoring at level 3 to 32 percent and increase level 4 or 5 to 26 percent.

**G4.B1** According to the 2013 Geometry EOC, students scoring at Level 3 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on reasoning and constructing deductive proofs.

**G4.B1.S1** Provide opportunities for students to practice the content to identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

### **PD Opportunity 1**

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

#### **Facilitator**

Mathematics Department Chair

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks

### **PD Opportunity 2**

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

#### **Facilitator**

Mathematics Math Chair

#### **Participants**

All Mathematics Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks

**G5.** Results on the 2013 Biology Baseline Assessment indicate that 31 percent scored at Level 3. The target goal for 2013-2014 is 34 percent. Twenty-two percent scored at Levels 4-5. The target goal for 2013-2014 is to increase Levels 4-5 to 23 percent.

**G5.B1** Students scoring at Level 3 on the 2013 Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. There is limited opportunity for the teachers to plan and share instructional practices. As well as limited lab activities throughout the Biology courses.

**G5.B1.S1** Students will be provided with hands-on activities to promote real-world connections with the biochemical principles studied in their Biology course

### **PD Opportunity 1**

Students will participate in hands-on activities that will include but not be limited to Biology Higher Order Thinking activities and appropriate Essential Labs.

#### **Facilitator**

Science Department Chair

#### **Participants**

All Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab reports, tests, and quizzes

**G5.B2** Students scoring at Level 4 and-5 on the Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. Students need additional practice on inquiry based activities that make connections to real-life experiences.

**G5.B2.S1** Provide activities for the students to design and develop science and engineering projects.

### **PD Opportunity 1**

Students will participate in hands-on activities that will include but not be limited to Biology Higher Order thinking activities and appropriate essential labs.

#### **Facilitator**

Science Department Chair

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab reports, tests and quizzes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results on the 2013 Reading FCAT 2.0 indicate that 57 percent of all students scored at or above Level 3. The goal for 2013-2014 is to increase the number of students scoring at proficiency at 65 percent.	\$27,868
G2.	On the 2013 Writing FCAT, 71 percent of students in grade 10 scored at Level 3.5 or above. The goal for 2013-2014 is to increase the percentage of students scoring at Level 3.5 or higher to 74 percent.	\$8,000
G4.	On the 2013 Geometry EOC, 29 percent of students scored at level 3 and 24 percent of students scored at level 4 or 5. Our goal for 2014 is to increase students scoring at level 3 to 32 percent and increase level 4 or 5 to 26 percent.	\$12,000
G5.	Results on the 2013 Biology Baseline Assessment indicate that 31 percent scored at Level 3. The target goal for 2013-2014 is 34 percent. Twenty-two percent scored at Levels 4-5. The target goal for 2013-2014 is to increase Levels 4-5 to 23 percent.	\$14,000
G9.	Our goal for 2013-2014 is to increase the number of students meeting proficiency on the U.S. History EOC.	\$7,000
G14.	During 2012-2013 18 percent of 9th graders failed two or more courses in any subject. Our goal for 2013-2014 is to decrease the number of 9th graders who fail two or more courses in any subject to 17 percent.	\$1,000
G15.	During the 2012-2013 school year 15 percent of students had a GPA less than 2.0. Our goal for 2013-2014 is to decrease the number of students with a GPA less than 2.0 to 14 percent.	\$5,000
G16.	During the 2012-2013 school year one percent of our students dropped out of school. Our goal for the 2013-2014 is to maintain the students dropping out of school to one percent.	\$3,000
G18.	During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.	\$3,000
Total		\$80,868

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
School Budget	\$11,000	\$0	\$11,000
ESSAC Funds	\$13,869	\$0	\$13,869
School Funds	\$27,000	\$0	\$27,000
Science Lab Fees	\$6,000	\$0	\$6,000
School Based Budget	\$7,000	\$0	\$7,000
EESAC Funds	\$0	\$7,999	\$7,999
School Funding	\$8,000	\$0	\$8,000
Total	\$72,869	\$7,999	\$80,868

### Budget Details

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

**G1.** The results on the 2013 Reading FCAT 2.0 indicate that 57 percent of all students scored at or above Level 3. The goal for 2013-2014 is to increase the number of students scoring at proficiency at 65 percent.

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

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

### **Action Step 1**

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

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Plugged-in to Reading

#### **Funding Source**

School Budget

#### **Amount Needed**

\$11,000

### **Action Step 3**

Students will be given incentives, after demonstrating improvement in their reading scores, after attending Saturday or after school tutoring sessions.

#### **Resource Type**

Other

#### **Resource**

Incentives for improved academic achievement

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$2,999

**G1.B4** The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

**G1.B4.S1** Provide opportunities for students to use informational text to strengthen arguments to support their answers,

**Action Step 1**

Students will be given the opportunity to attend after school or Saturday tutoring sessions.

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

ESSAC Funds

**Amount Needed**

\$13,869



**G2.** On the 2013 Writing FCAT, 71 percent of students in grade 10 scored at Level 3.5 or above. The goal for 2013-2014 is to increase the percentage of students scoring at Level 3.5 or higher to 74 percent.

**G2.B1** The anticipated barrier is students' difficulty to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

**G2.B1.S1** Students will practice writing skills with both expository and persuasive prompts, paying close attention to grammar, sentence construction, and comma-usage conventions.

### **Action Step 2**

Students will use revising/editing charts, teacher conferencing, and peer editing through collaborative oral discussions to build on each other's thoughts and ideas

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Intervention Strategies

#### **Funding Source**

School Funding

#### **Amount Needed**

\$8,000

**G4.** On the 2013 Geometry EOC, 29 percent of students scored at level 3 and 24 percent of students scored at level 4 or 5. Our goal for 2014 is to increase students scoring at level 3 to 32 percent and increase level 4 or 5 to 26 percent.

**G4.B1** According to the 2013 Geometry EOC, students scoring at Level 3 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on reasoning and constructing deductive proofs.

**G4.B1.S1** Provide opportunities for students to practice the content to identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

**Action Step 1**

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

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$3,000

**Action Step 2**

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

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$3,000

**G4.B2** According to the 2013 Geometry EOC students at Level 4 and 5 had the most difficulty with Two-Dimensional Geometry due to the lack of practice on applying geometric concepts in modeling real-world situations.

**G4.B2.S1** Provide opportunities for students to practice apply transformations in two dimensional geometry.

**Action Step 1**

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

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$3,000

**Action Step 2**

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

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$3,000

**G5.** Results on the 2013 Biology Baseline Assessment indicate that 31 percent scored at Level 3. The target goal for 2013-2014 is 34 percent. Twenty-two percent scored at Levels 4-5. The target goal for 2013-2014 is to increase Levels 4-5 to 23 percent.

**G5.B1** Students scoring at Level 3 on the 2013 Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. There is limited opportunity for the teachers to plan and share instructional practices. As well as limited lab activities throughout the Biology courses.

**G5.B1.S1** Students will be provided with hands-on activities to promote real-world connections with the biochemical principles studied in their Biology course

**Action Step 1**

Students will participate in hands-on activities that will include but not be limited to Biology Higher Order Thinking activities and appropriate Essential Labs.

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$8,000

**G5.B2** Students scoring at Level 4 and-5 on the Biology EOC Assessment, had the greatest difficulty on Reporting Category 1, Molecular and Cellular Biology. Students need additional practice on inquiry based activities that make connections to real-life experiences.

**G5.B2.S1** Provide activities for the students to design and develop science and engineering projects.

**Action Step 1**

Students will participate in hands-on activities that will include but not be limited to Biology Higher Order thinking activities and appropriate essential labs.

**Resource Type**

Evidence-Based Program

**Resource**

Lab Materials

**Funding Source**

Science Lab Fees

**Amount Needed**

\$6,000

**G9.** Our goal for 2013-2014 is to increase the number of students meeting proficiency on the U.S. History EOC.

**G9.B1** The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the middle third was reporting Category 1: Late Nineteenth and Early Twentieth Centuries.

**G9.B1.S1** Provide opportunities for students to examine opposing points of view on a variety of historical issues and events.

**Action Step 1**

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

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Based Budget

**Amount Needed**

\$7,000

**G14.** During 2012-2013 18 percent of 9th graders failed two or more courses in any subject. Our goal for 2013-2014 is to decrease the number of 9th graders who fail two or more courses in any subject to 17 percent.

**G14.B1** Ninth grade students sometimes have difficulty passing all of their classes due to the transition period to an eight period day.

**G14.B1.S1** In order to decrease the number of students failing classes in ninth grade, study skills and time management will be thoroughly covered in ninth grade throughout the curriculum. Parents will be offered training in Parent Portal in order to promote parental involvement in students' academic achievement.

**Action Step 1**

Include study skills and time management in all classes. Train parents on how to use Parent Portal to view grades and supervise the child's academic achievement.

**Resource Type**

Evidence-Based Program

**Resource**

In-House Parent Meetings

**Funding Source**

School Funds

**Amount Needed**

\$1,000

**G15.** During the 2012-2013 school year 15 percent of students had a GPA less than 2.0. Our goal for 2013-2014 is to decrease the number of students with a GPA less than 2.0 to 14 percent.

**G15.B1** Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness.

**G15.B1.S1** Posters with tutoring schedule will be displayed throughout the school. Teachers will provide incentives for students who attend after school tutoring sessions. Counselors will explain forgiveness policy and opportunities to students during orientation, articulation, and individual conferences. Counselors will also keep track of students with a low GPA and provide individual academic counseling every nine week grading period.

**Action Step 1**

Create and post tutoring information. Include tutoring and forgiveness policy in orientation and articulating agendas. Each counselor will schedule individual conferences with low GPA students.

**Resource Type**

Other

**Resource**

Intervention Strategies

**Funding Source**

EESAC Funds

**Amount Needed**

\$5,000



**G16.** During the 2012-2013 school year one percent of our students dropped out of school. Our goal for the 2013-2014 is to maintain the students dropping out of school to one percent.

**G16.B1** Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.

**G16.B1.S1** Utilize the ninth grade classes to assist students in developing positive and effective practices to become thriving and successful students in order to increase graduation rate and decrease dropout rate.

**Action Step 1**

Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. Students will be recommended to attend after school and Saturday tutorial sessions. Counselors will also work with students to help them create a four-year action plan.

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$3,000

**G18.** During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

**G18.B1** Academically at-risk students exhibit warning signs of potentially dropping out of school in the areas of academic achievement and social behaviors.

**G18.B1.S1** Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. Academically at-risk students will be recommended to attend after school and Saturday tutorial sessions. Counselors will also work with at-risk students by providing counseling and helping them create a four-year action plan.

**Action Step 1**

Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. At-risk students will be recommended to attend after school and Saturday tutorial sessions. Counselors will provide counseling and work with students to help them create a four-year action plan.

**Resource Type**

Evidence-Based Program

**Resource**

Intervention Strategies

**Funding Source**

School Funds

**Amount Needed**

\$3,000