



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Stellar Leadership Academy

7900 NW 27TH AVE # F20

Miami, FL 33147

305-693-2273

www.lifeskillscenters.com

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

Yes

Charter School

Yes

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Stellar Leadership Academy

Principal

Angel Chaisson/Dannie McMillon

School Advisory Council chair

Roxanne McKay-Chung

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

Name	Title
Angel Chaisson	Principal
Roxanne McKay-Chung	ESE
Anthony Harris	Dean of Discipline
Johanna Rios	Registrar
Natalie Guerrier	Academic Advisor

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 SAC membership includes:

Angel Chaisson, Principal
 Roxanne McKay-Chung, SAC Chairperson (ESE Teacher)
 Ian Bunaio, Alternate Teacher
 Constance Maddox, Parent
 Tamika Pharr, Parent
 Sally Caballero, Parent
 Ingrid Cruzado, Parent
 Billy Ball, Student
 Kelly Hernandez, Business/Community Representative
 Dannie McMillon, Board of Directors

Involvement of the SAC in the development of the SIP

The SAC involvement in the development of the school improvement plan were as follows:

- Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
- Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
- Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation.

Activities of the SAC for the upcoming school year

The School Educational Excellence School Advisory Council will focus on ensuring improved student achievement. The goal of the Council will be to achieve consensus in decision making. The focus of the goal is in the preparation and evaluation of the School Improvement Plan (SIP) as it directly impacts the delivery of the educational program and services required by Florida's High Quality Educational System and the Miami Dade County Public Schools Strategic Planning Goals.

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

The projected use of SAC funds include:

- The provision of student incentives for tutorial and interventions in reading, writing, mathematics and science
- Supplemental reading materials for small-group instruction and 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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angel Chaisson/Dannie McMillon

Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

B.S. Liberal Studies
 MS. English and Education
 Ed.S. Educational Leadership
 Doctorate in Curriculum and Instruction

Performance Record

2013
 School Grade: N/A
 FCAT Reading Proficiency: <5%
 FCAT Math Proficiency: 7%
 Learning Gains - Reading: N/A
 Learning Gains-Math: N/A
 Learning Gains-Reading 25%: N/A
 Learning Gains-Math 25%: N/A

2012
 School Grade: N/A
 FCAT Reading Proficiency: 5%
 FCAT Math Proficiency: 30%
 Learning Gains - Reading: N/A
 Learning Gains-Math: N/A
 Learning Gains-Reading 25%: N/A
 Learning Gains-Math 25%: N/A

2011
 School Grade: A
 FCAT Reading Proficiency: 79%
 FCAT Math Proficiency: 83%
 Learning Gains - Reading: 71%
 Learning Gains-Math: 79%
 Learning Gains-Reading 25%: 72%
 Learning Gains-Math 25%: 79%

2010
 School Grade: F
 FCAT Reading Proficiency: 24%
 FCAT Math Proficiency: 15%
 Learning Gains - Reading: 45%
 Learning Gains-Math: 35%
 Learning Gains-Reading 25%: 45%
 Learning Gains-Math 25%: 41%

2009
 School Grade: A
 FCAT Reading Proficiency: 45%
 FCAT Math Proficiency: 88%
 Learning Gains - Reading: 54%
 Learning Gains-Math: 85%
 Learning Gains-Reading 25%: 51%
 Learning Gains-Math 25%: 87%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers**# of classroom teachers**

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

89%

certified in-field

8, 89%

ESOL endorsed

2, 22%

reading endorsed

2, 22%

with advanced degrees

5, 56%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

4, 44%

with 6-14 years of experience

5, 56%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

Highly Qualified

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:

Recruit:

- Posting on job recruitment websites, such as www.teacher-teacher.com
- Attend district job and recruitment fairs
- Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates

Retain:

- Provide effective teachers with schools-based leadership opportunities
- Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development

Teacher Mentoring Program/Plan

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

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

The school currently does not employ any teachers requiring mentoring. However, if any were to be hired the following outlines the school's teacher mentoring plan:

- The mentee will be paired with a mentor with one-to-one mentoring
- Mentoring activities will include, but not limited to:
- Collaborative Planning, Modeling and shadowing with continuous feedback/discussions, Data coaching

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Tier 1 (Leadership Team)

Administrator, Angel Chaisson, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, ELA and math teachers (Cross, Boles, Bunaio)
- Special education personnel (Chung and Sarol)

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of:

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

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Literacy Leadership Team (LLT)

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

Name	Title
Angel Chaisson	Principal
Shamel Gunder	Business Teacher
Roxanne McKay-Chung	ESE
Angel Cross	Reading
Natalie Guerrier	Academic Advisor
Anthony Harris	Dean of Discipline
Ian Buniao	ELA Teacher
Jossie Sarol	ESE/ESOL

How the school-based LLT functions

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.

The role of the school-based Literacy Leadership Team (LLT) includes the following:

- provide a common vision for the use of data-based decision-making,
- ensure that selected/targeted literacy strategies are implemented that support initiatives;
- conduct a survey to assess the professional development needs of school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.
- monitor instructional planning to ensure alignment to the CRRP
- ensure that intervention and support are implemented and documented,
- communicate with parents regarding school-based Reading plans and activities.

Major initiatives of the LLT

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading

requirements that could impact reading instruction at the school.

- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Every Teacher Contributes to Reading Instruction

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

1. Look at data on students, classroom instruction, school collaboration, leadership, and parent partnerships to determine needs for improvement of reading instruction and student achievement in reading.

- Consider student performance in relation to standards
- Consider effectiveness of classroom reading instruction
- Consider time spent on reading instruction/balance in reading instruction across the school.
- Consider school climate, extent of collaboration, extent of shared leadership, extent of parent partnerships

2. Develop a detailed plan for professional development that teaches the strategies that can be used schoolwide . Successful schools have ongoing professional development and a strong sense of community.

The strategies are:

- Read-Alouds
- K-W-L Charts
- Graphic Organizers
- Vocabulary Instruction
- Writing to Learn
- Structure Note-taking
- Reciprocal Teaching

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school incorporates college and career readiness by ensuring that students receive the support and guidance they need to make sound decisions regarding life after high school and, Stellar will create a system of college and career advising and provide students with a Individual Career/College Readiness plan as a resource to guide their decisions.

Theory of Action:

If the school has access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Career/College Readiness plan, and when the school implements this system of advising with fidelity (monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students), then students will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.

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

Stellar Leadership Academy promotes academic and career planning by incorporating the following components in it's educational program through a career/college readiness plan:

1. Individual goal-setting. As part of the student career/college readiness plan, students set short-term and long-term personal, educational, and career goals.
2. Self awareness and exploration activities. These include assessment instruments and self-reflection activities combined with guided, critical analysis that allow students to identify their personal interests, skills, and values and how these connect to their future plans and decisions.
3. Career awareness, assessment and exploration activities. This work connects the results of the student's self-exploration activities and personal goals with investigation of career clusters, career pathways, and individual occupations that match the student's interests, skills, and values.

This includes examination of:

What are the skills necessary for the occupations?

What kind of educational preparation is necessary, including required high school courses and postsecondary education or training?

What is the earning potential in the occupations?

What does the current and projected labor market information show for the particular occupations?

4. Academic and career planning and management. Once goals have been set and career paths identified, a student's ACP guides his or her college and career ready preparation and decisions.

The SLA should:

- Explicitly connect a student's high school coursework with the education and preparation needed to successfully enter a particular field of interest. The career/college readiness plan for students will include a sequence of courses that satisfies high school graduation requirements while preparing the student for his or her next steps (college entrance, the military, job training, or direct workforce entry). Career and technical education (CTE) play a critical role in expanding access for more students and is emphasized.
- The inclusion of work-based learning opportunities. The student plan will incorporate multiple opportunities for the student to experience actual worksites and connect with people employed in their fields of interest. This can range from guest speakers to job shadows to paid work experiences.
- Connect the student with relevant extra-curricular and community-based learning experiences. The student plan will incorporate community-based learning as well as other extra-curricular activities that provide experience with and exposure to the knowledge, skills, and habits necessary for future success.
- Identify the postsecondary training options available to enter a particular field of interest and create a financial plan to cover costs. The student planning process will help a student determine which postsecondary training options offer the best fit for short and long-term goals, what those options cost, and what funding options are available to cover those costs (family financial planning, scholarship opportunities and requirements, loan options and requirements).

Strategies for improving student readiness for the public postsecondary level

Stellar Leadership Academy implements a preparation program that is based on the following four principles:

1. Create and maintain a college going culture
2. Align the core academic program with college readiness standards
3. Teach key self-management skills
4. Prepare students for the complexity of applying 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	29%	0%	No	36%
American Indian				
Asian				
Black/African American	27%	0%	No	34%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	27%	5%	No	34%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	12%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	3%

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		<i>[data excluded for privacy reasons]</i>	26%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		7%		
American Indian				
Asian				
Black/African American		7%		
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged		0%		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		7%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		18%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		4%

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)			
Participation in STEM-related experiences provided for students	4		

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	
Students taking one or more advanced placement exams for STEM-related courses	0	0%	
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0	0%	
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	0	0%	

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	311	63%	62%
Students in ninth grade with one or more absences within the first 20 days	70	4%	3%
Students in ninth grade who fail two or more courses in any subject	5	9%	8%
Students with grade point average less than 2.0	222	66%	65%
Students who fail to progress on-time to tenth grade	1	2%	1%
Students who receive two or more behavior referrals	18	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	120	24%	23%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	184	36%	34%
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)	2	1%	3%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	2%	4%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	16	6%	8%

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

Stellar Leadership Academy with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district.

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher Conferences
- Telephone communication sent from school staff

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights

- Parent Workshops/Evenings
 - Parent Orientation Presentations
3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress
- Parent Workshops on Academic Support
- Curriculum Nights

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation in school events	0	0%	25%

Goals Summary

- G1.** SLA's performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 Reading is <5%. The goal is to improve all student achievement by increasing the %age of students achieving proficiency to 36%.
- G2.** The goal for 2013-2014 PERT is 25% for on-time graduates scoring "college ready."
- G3.** SLA's student performance data indicates that 18% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 8 percentage points to 26%.
- G4.** The 2013 Algebra EOC assessment indicate that 0% of the students scored in the upper third (Levels 3-5) and (Levels 4-5). The goal is to increase the percentage of students achieving proficiency Level 3-5 by 7 %age points and Level 4-5 by 3 %age points.
- G5.** The 2013 Geometry EOC assessment data was not available however the goal for the 2014 Geometry EOC is 32% proficient.
- G6.** The results of the 2013 Biology EOC Test indicate that 12% are proficient. Our goal for the 2014 school year is to increase proficiency by 4 percentage points to 18%.
- G7.** SLA's goal is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage and participate in 4 independent and collaborative research projects with 50% participation.
- G8.** Stellar's goal for CTE is to increase student participation in CTE Academies or CTE programs by 10% and increase CTE student achievement of industry certification by 5% as well as increase STEM learning opportunities for students, using CTE curriculum.
- G9.** SLA's goal for the 2014 EOC US History is to ensure all required students are administered the EOC. The goal is based on the District's EOC baseline assessment with 28% proficient and to increase proficiency to 35.5%.
- G10.** SLA's attendance goal for the 2013-2014 school year is to decrease the %age of students that miss 10% or more of instructional time by 1 %age point.
- G11.** SLA's suspension goal for the 2013-2014 school year is to reduce the total number of suspensions to 23%.

Goals Detail

G1. SLA's performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 Reading is <5%. The goal is to improve all student achievement by increasing the %age of students achieving proficiency to 36%.

Targets Supported

Resources Available to Support the Goal

- CRRP; Edge Textbooks;

Targeted Barriers to Achieving the Goal

- Students in the subgroups Black and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and reporting category 1 - Vocabulary for the applicable subgroups.
- Students scoring at Achievement Level 3 in reading on the 2013 FCAT 2.0 were 5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 22 %age points to 27%. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 – Vocabulary for students scoring at Level 3.
- Students scoring at or above Achievement Level 4 in reading on the 2013 FCAT 2.0 were 0%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 by 9 %age points to 9%. The area of deficiency was reporting category 4 – Informational Text and Research Process and reporting category 3-Literary Analysis: Fiction/ Non-fiction for students scoring at or above Achievement Level 4
- SLA's student performance data reflected that there weren't enough students' making learning gains on the 2013 FCAT Reading; therefore noting the District's percentage of students making learning gains as 68%. Based on the District's performance the goal is to increase the percentage of students making learning gains by 3 percentage points to 71%. The area of deficiency was reporting category 2 and 3 – Reading Application and Literary Analysis for all students making learning gains.
- SLA's student performance data reflected that there weren't enough students' in the lowest 25% making learning gains on the 2013 FCAT Reading; therefore noting the District's percentage of students making learning gains as 67%. Based on the District's performance the goal is to increase the percentage of students making learning gains by 3 percentage points to 70%. The area of deficiency was reporting category 1 and 2 – Vocabulary and Reading Application for students in the lowest 25% that made learning gains.
- SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in listening/speaking is to increase student proficiency from 51 to 56%. The area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.
- SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in reading is to increase student proficiency from 29 to 36%. The area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary
- SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in writing is to increase student proficiency from 28% to 35%. The area of

deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: Interim and school-based/classroom assessments
Summative: 2014 FCAT 2.0 Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly and Annually

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 FCAT 2.0 Assessment

G2. The goal for 2013-2014 PERT is 25% for on-time graduates scoring “college ready.”

Targets Supported

Resources Available to Support the Goal

- College prep info; FLDOE Course Directory (career-specific)

Targeted Barriers to Achieving the Goal

- A noted barrier is students that enroll at SLA have already been academically tracked away from higher level academic coursework and into remedial courses and career and technical education (CTE) courses that lack rigor. Many students in so-called “career preparation” tracks are often doubly disadvantaged because their coursework is often scattershot, with a course here and there, rather than a sequence aligned with a specific career path. As a result, they graduate from high school prepared for neither college nor career.

Plan to Monitor Progress Toward the Goal

Review and debriefing about: PERT ACT SAT

Person or Persons Responsible

Graduation Team and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: PERT ACT SAT

G3. SLA's student performance data indicates that 18% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 8 percentage points to 26%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Journals; Edgenuity

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus and organization

Plan to Monitor Progress Toward the Goal

Review and Debrief about: •Formative: Data from monthly writing assessments and school-based/classroom assessments •Summative: 2014 FCAT 2.0 Assessment

Person or Persons Responsible

Administration and ELA Teacher

Target Dates or Schedule:

Monthly and ongoing

Evidence of Completion:

Results from: Formative: Data from monthly writing assessments and school-based/classroom assessments •Summative: 2014 FCAT 2.0 Assessment

G4. The 2013 Algebra EOC assessment indicate that 0% of the students scored in the upper third (Levels 3-5) and (Levels 4-5). The goal is to increase the percentage of students achieving proficiency Level 3-5 by 7 %age points and Level 4-5 by 3 %age points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Edgenuity; Kuta Software Technology; Florida Coach

Targeted Barriers to Achieving the Goal

- An area of deficiency as noted on the 2013 EOC Algebra is Functions, Linear Equations and Inequalities as well as Polynomials for students scoring at Achievement Level 3
- An area of deficiency as noted on the EOC Algebra is Rationals, Radicals, Quadratics and Discrete Mathematics for students scoring at or above Achievement Level 4

Plan to Monitor Progress Toward the Goal

Review and debriefing about: •Formative: Interim and school-based/classroom assessments •Summative: 2014 EOC Algebra I Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly and Ongoing

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments •Summative: 2014 EOC Algebra I Assessment

G5. The 2013 Geometry EOC assessment data was not available however the goal for the 2014 Geometry EOC is 32% proficient.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Edgenuity; Kuta Software Technology; Florida Coach

Targeted Barriers to Achieving the Goal

- An area of deficiency as noted on the 2013 EOC Geometry is Two- and Three-Dimensional Geometry and Trigonometry and Discrete Mathematics

Plan to Monitor Progress Toward the Goal

Analyze and Debrief about: •Formative: Interim and school-based/classroom assessments •Summative: 2014 EOC Geometry Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Result from: Formative: Interim and school-based/classroom assessments •Summative: 2014 EOC Geometry Assessment

G6. The results of the 2013 Biology EOC Test indicate that 12% are proficient. Our goal for the 2014 school year is to increase proficiency by 4 percentage points to 18%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Edgenuity; Labs

Targeted Barriers to Achieving the Goal

- Based on 2013 EOC Biology data 12% of students achieved Level 3. The goal is to increase the percentage of students achieving a Level 3 to 18%. The area of deficiency according to the data is reporting category 2 - Molecular and Cellular Biology. The noted barrier is students' inability to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.
- Based on 2013 EOC Biology data 2% of students achieved Level 4 or above. The goal is to increase the percentage of students achieving a Level 4 or above to 4%. The area of deficiency according to the data is reporting category 1 - Organisms, Populations, and Ecosystems. The noted barrier is students' inability to relate structures and functions of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

Plan to Monitor Progress Toward the Goal

Analyze and Debrief about: •Formative: Interim and school-based/classroom assessments •Summative: 2014 EOC Biology Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments •Summative: 2014 EOC Biology Assessment

G7. SLA's goal is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage and participate in 4 independent and collaborative research projects with 50% participation.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- C-PALMS; Florida STEM website; Science Labs;

Targeted Barriers to Achieving the Goal

- Noted barriers to implementation of STEM experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.
- Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

Plan to Monitor Progress Toward the Goal

Analysis and Debriefing about: • STEM implementation Rubric • Classroom assessments • Teacher observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data from: • STEM implementation Rubric • Classroom assessments • Teacher observations

G8. Stellar's goal for CTE is to increase student participation in CTE Academies or CTE programs by 10% and increase CTE student achievement of industry certification by 5% as well as increase STEM learning opportunities for students, using CTE curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- Edgenuity

Targeted Barriers to Achieving the Goal

- The noted barrier to students enrolling in CTE courses is the curriculum not aligned to career theme across all disciplines thus not generating interest in CTE. Additionally, Stellar has not CTE or STEM offerings
- The noted barrier to students in CTE accelerated courses and taking CTE exams is that CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures and CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.
- The noted barrier to the inclusion of CTE program concentrators are CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12 And/OR the CCSS College and Career Readiness anchor Standards for Writing

Plan to Monitor Progress Toward the Goal

- Formative: Lesson plans incorporating CTE/career themes; school instructional focus calendar and student schedules.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: •CTE Assessments (school-based and industry certification assessments).

G9. SLA's goal for the 2014 EOC US History is to ensure all required students are administered the EOC. The goal is based on the District's EOC baseline assessment with 28% proficient and to increase proficiency to 35.5%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- US History Pacing guides and textbooks; Edgenuity; EOC US History test specifications

Targeted Barriers to Achieving the Goal

- The areas of deficiency are lack of student research and writing skills. Evaluating research information for development of ideas and content, logical organization (Historical Essays, Biographies etc.) The students have limited understanding and knowledge of the US Constitution.

Plan to Monitor Progress Toward the Goal

Review and analysis of: Formative: Rubrics, baseline testing, overall performance on response to writing prompts and test. Summative: 2014 District U.S. history EOC spring assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: Formative: Rubrics, baseline testing, overall performance on response to writing prompts and test. Summative: 2014 District U.S. history EOC spring assessment

G10. SLA's attendance goal for the 2013-2014 school year is to decrease the %age of students that miss 10% or more of instructional time by 1 %age point.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Attendance and Behavior Contracts; Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Student truancy has been attributed to student incarceration, illnesses as well as economic situations at home due to students lack of exposure to information on how to promote good citizenship that leads to continued liberation, health and wellness. Additionally, parents and students may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students due to a myriad of issues that the students deal with at home and/or within the judicial system.

Plan to Monitor Progress Toward the Goal

Review and analysis of: Attendance Bulletin

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Bulletin

G11. SLA's suspension goal for the 2013-2014 school year is to reduce the total number of suspensions to 23%.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Attendance and Behavior Contracts; Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Noted barrier is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.
- A noted barrier is the large number of students with past behavioral issues lack parental support and experience negative peer pressure

Plan to Monitor Progress Toward the Goal

Behavior modification plans In-school suspension Counseling session

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule:

Ongoing

Evidence of Completion:

ISIS Log of discipline/behavioral issues MTSS/RTI implementation plan

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. SLA's performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 Reading is <5%. The goal is to improve all student achievement by increasing the %age of students achieving proficiency to 36%.

G1.B1 Students in the subgroups Black and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and reporting category 1 - Vocabulary for the applicable subgroups.

G1.B1.S1 There will be additional opportunities for students to engage in learning that promotes mastery of Reading Application and Vocabulary.

Action Step 1

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To practice using and identifying details from the passage to determine main idea, plot, and purpose.
- To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Ingrain the practice of justifying answers by going back to the text for support.
- Use graphic organizers to see patterns and summarize the main points.
- To understand how patterns support the main idea, character development, and author's purpose.
- To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Instructional Strategies will include, but not limited to:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question;
- encouraging students to read from a wide variety of texts.
- cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature

Vocabulary:

- Provide a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.
- Emphasis on strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.
- Provide opportunities to distinguish literal from figurative interpretations

Instructional Strategies will include, but not limited to:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;
- analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Notes from Planning Meetings Classroom Walkthroughs and feedback Teacher Evaluations Interventions Logs Administrative Data Chats

Facilitator:

MDCPS Facilitator, Administration

Participants:

Reading Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Classroom Walkthroughs and feedback Teacher Evaluations Planning Meeting Agendas/Notes/Sign-in sheets

Plan to Monitor Effectiveness of G1.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application and Vocabulary questions are present.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment data IFCs Lesson Plans Administrative Data Chats

G1.B2 Students scoring at Achievement Level 3 in reading on the 2013 FCAT 2.0 were 5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 22 %age points to 27%. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 – Vocabulary for students scoring at Level 3.

G1.B2.S1 There will be additional opportunities to engage in learning that promotes the understanding and mastery of Vocabulary

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Vocabulary
- Provide a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.
- Emphasis on strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Planning Meeting Agendas/Notes Intervention Logs Teacher Evaluations Classroom Walkthroughs Administrative Data Chats Assessment Data

Facilitator:

District Trainers; Contracted Vendors; Administration

Participants:

Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats with feedback Planning Meeting Agendas/Notes Assessment Data
Classroom Walkthroughs Teacher Evaluations

Plan to Monitor Effectiveness of G1.B2.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Vocabulary questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data Administrative Data Chats Lesson plans

G1.B3 Students scoring at or above Achievement Level 4 in reading on the 2013 FCAT 2.0 were 0%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 by 9 %age points to 9%. The area of deficiency was reporting category 4 – Informational Text and Research Process and reporting category 3-Literary Analysis: Fiction/Non-fiction for students scoring at or above Achievement Level 4

G1.B3.S1 There will be additional opportunities for students to engage in learning that promotes the understanding and mastery of Literary Analysis and Informational Text/Research Process

Action Step 1

Informational Text and Research Process: • Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. • Provide instruction that helps students build stronger arguments to support their answers. • Explore shades of meaning to better identify nuances. • Examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. • Provide practice with methods of development and understanding the term supporting details in performance tasks. Teach students to graphically depict comparison-and-contrast relationships to help understand them. • Practice identifying the methods of development, as well as multiple patterns within a single passage. • Provide experiences with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. • Practice reducing textual information to key points so that comparisons can be made across texts; • Opportunities to become more familiar with comparing and contrasting in and across a variety of genres. • Emphasis on reading closely to identify relevant details that support comparison and contrast. • Emphasis placed on recognizing implicit meaning or the details within a text that support inferencing

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Planning Meetings with Agendas Intervention Logs Teacher Evaluations Classroom Walkthroughs

Facilitator:

Administration; District Facilitators; Contracted Vendor

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Collaborative Planning Meetings and Agendas Classroom Walkthroughs
Teacher Evaluations

Plan to Monitor Effectiveness of G1.B3.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Informational Text and Research Process questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Administrative Data Chats Assessment Data Instructional Plans

G1.B4 SLA's student performance data reflected that there weren't enough students' making learning gains on the 2013 FCAT Reading; therefore noting the District's percentage of students making learning gains as 68%. Based on the District's performance the goal is to increase the percentage of students making learning gains by 3 percentage points to 71%. The area of deficiency was reporting category 2 and 3 – Reading Application and Literary Analysis for all students making learning gains.

G1.B4.S1 There will additional opportunities for students engage in learning that supports Reading Application and Literary Analysis.

Action Step 1

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To practice using and identifying details from the passage to determine main idea, plot, and purpose.
- To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Ingrain the practice of justifying answers by going back to the text for support.
- Use graphic organizers to see patterns and summarize the main points.
- To understand how patterns support the main idea, character development, and author's purpose.
- To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Literary Analysis: Fiction/Non-fiction

- Teach students to graphically depict comparison-and-contrast relationships to help understand them.
- Practice identifying the methods of development, as well as multiple patterns within a single passage.
- Provide experiences with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships.
- Practice reducing textual information to key points so that comparisons can be made across texts;
- Opportunities to become more familiar with comparing and contrasting in and across a variety of genres.
- Emphasis on reading closely to identify relevant details that support comparison and contrast.
- Emphasis placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences).

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plan Interventions Logs Classroom Walkthroughs Teacher Evaluations Planning Meetings and Agendas

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats IFCs Planning Meetings and Agendas Classroom walkthroughs Teacher evaluations

Plan to Monitor Effectiveness of G1.B4.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application and Literary Analysis questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assesment Data Administrative Data Chats Instructional Plans

G1.B5 SLA's student performance data reflected that there weren't enough students' in the lowest 25% making learning gains on the 2013 FCAT Reading; therefore noting the District's percentage of students making learning gains as 67%. Based on the District's performance the goal is to increase the percentage of students making learning gains by 3 percentage points to 70%. The area of deficiency was reporting category 1 and 2 – Vocabulary and Reading Application for students in the lowest 25% that made learning gains.

G1.B5.S1 There will be additional opportunities for students to engage in learning that supports Vocabulary development and Reading Application.

Action Step 1

Vocabulary:

- Provide a variety of activities working with sets of words that are semantically related.
- Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.
- Emphasis on strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.
- Provide opportunities to distinguish literal from figurative interpretations

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To practice using and identifying details from the passage to determine main idea, plot, and purpose.
- To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Ingrain the practice of justifying answers by going back to the text for support.
- Use graphic organizers to see patterns and summarize the main points.
- To understand how patterns support the main idea, character development, and author's purpose.
- To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Planning Meeting agendas/notes Intervention Logs Teacher Evaluations Classroom Walkthroughs Assessment Data

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Assessment Data Classroom Walkthroughs Teacher Evaluations

Plan to Monitor Effectiveness of G1.B5.S1

- Assessments focusing on students’ knowledge of word meanings, word relationships, structural analysis, and context clues
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Vocabulary and Reading Application questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data Classroom Walkthroughs Teacher evaluations Lesson Plans

G1.B6 SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in listening/speaking is to increase student proficiency from 51 to 56%. The area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.

G1.B6.S1 • Students participate in shared reading by listening to a passage and extracting the main idea. • Students participate in shared reading, asking them to identify the main idea. • Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said: - restate complex sentences as a sequence of simple sentences; - avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves). - restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted; - pause often to allow students to process what they hear; - provide specific explanations of key words and special or - technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and - provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Administrative Data Chats Classroom Walkthroughs Teacher Observations Planning Meeting Agendas and Notes

Facilitator:

Administration and ELL teacher

Participants:

All teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Collaborative Planning Meeting Agenda and Notes Teacher Observation Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B6.S1

- Consistent monitoring of student progress/data and modifications of instructional plans on listening and speaking to ensure improved understanding of spoken English
- Ongoing classroom assessments with the data being analyzed by administration and leadership teams to make adjustments, as necessary, to instructional plans.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data Administrative Data Chat Planning Meeting Notes and Agenda Instructional Plans

G1.B7 SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in reading is to increase student proficiency from 29 to 36%. The area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary

G1.B7.S1 • Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum. • Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. • Students will use context clues to determine the meaning of unfamiliar words. • Students will explain how text features (e.g. charts, maps, diagrams, sub- headings, captions, illustrations, and graphs) aid readers understanding • Instructional strategies will include, but not limited to: - Modeling - Think Aloud - Use Task Cards - Focus on Key Vocabulary - Vocabulary with Context Clues - Vocabulary Improvement Strategy (VIS) - Use Multiple Meaning Words - Interactive Word Walls - Use of Cognates - Word Banks/Vocabulary Notebooks - Structural Analysis - Heritage Language/English Dictionary

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

Administration and ELL teacher

Participants:

All teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G1.B7.S1

- Consistent monitoring of student progress/data and modifications of instructional plans to meet students’ needs thus leading to improved comprehension of English content

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B8 SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in writing is to increase student proficiency from 28% to 35%. The area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing.

G1.B8.S1 • Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing. • Develop school wide writing standard by developing/ composing posters. • Teachers will work collaboratively with ELL teacher during planning. • Create a topic board with sticky notes to record topics students discuss and post them. • Encourage illustrations and provide graphic organizers • Provide time for peer- to-peer and student-to-teacher discussion prior to writing • Students will write or dictate their stories in their native language • Establish Writer's Circles and exposure to wide variety of writing experiences (journaling, letter writing, poetry, stories)

Action Step 1

• Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis. • Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

Administration and ELL Teachers

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G1.B8.S1

- Consistent monitoring of student progress/data and modifications of instructional plans to meet students’ needs thus leading to improved comprehension of English content

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G2. The goal for 2013-2014 PERT is 25% for on-time graduates scoring “college ready.”

G2.B1 A noted barrier is students that enroll at SLA have already been academically tracked away from higher level academic coursework and into remedial courses and career and technical education (CTE) courses that lack rigor. Many students in so-called “career preparation” tracks are often doubly disadvantaged because their coursework is often scattershot, with a course here and there, rather than a sequence aligned with a specific career path. As a result, they graduate from high school prepared for neither college nor career.

G2.B1.S1 In an effort to increase the percentage of students attending post-secondary education, the graduation team (Principal, Academic Advisor, ESE Teacher, and Business Teacher) will provide increased assistance with post-secondary planning. The graduation team will meet monthly to coordinate their efforts. The team will conduct small group meetings to work on career planning tools (CHOICES), ACT and/or SAT registration, and applying for secondary educational institutions and financial aid. The team will continue the relationship with Miami Dade College in orienting students to post-secondary education and administer the College Placement Test. Students are encouraged to prepare and take the ACT and SAT and given information on test preparation assistance options. This year 56 students took the ACT and SAT compared to 64 students last year. Currently all graduates are working on obtaining degrees at several different colleges.

Action Step 1

- The graduation team (Principal, Academic Advisor, ESE Teacher and Business Teacher) will provide increased assistance with post-secondary planning. - The graduation team will meet monthly to coordinate their efforts. The team will conduct small group meetings to work on career planning tools (CHOICES), ACT and/or SAT registration, and applying for secondary educational institutions and financial aid. - The team will continue the relationship with Miami Dade College in orienting students to post-secondary education and administer the College Placement Test.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Team Meeting Agenda and Notes Graduation Rate and Post-Secondary Enrollment

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

Develop a calendar for all meetings for the school year Develop focus for the team and create action plan Identify benchmarks for the team and monitor progress

Person or Persons Responsible

Administration and Graduation Team

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Graduation Team meeting schedule with agenda/notes

Plan to Monitor Effectiveness of G2.B1.S1

Graduation Team will monitor monthly potential graduates progress towards graduation and outline assessments needed to be taken for potential college enrollment

Person or Persons Responsible

Administration and Graduation Team

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Number of students administered the ACT and SAT PERT

G3. SLA's student performance data indicates that 18% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 8 percentage points to 26%.

G3.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus and organization

G3.B1.S1 • Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text. • Prewriting: - Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. - Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). - Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Action Step 1

Have students utilize drafting techniques to sustain writing by: - Developing a pre-writing plan to create a picture, develop the main idea(s) and supporting details - Assist students to organize their ideas into a logical sequence. - Model effective writing for students. - Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice. - Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counter claims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. - Provide a concluding statement or section that follows from or supports the argument presented. • Encourage students to write creatively by: - Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. - Incorporate use of lessons on the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details. Have students write an informational/expository essay by: - Model writing an expository paragraph that includes a topic sentence and relevant information. - Compose a friendly letter, invitation, message, and/or thank you note, and/or a formal letter using a model developed in class. - Write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. - Read maps and write directions to accompany them. • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for

each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Person or Persons Responsible

Administration and LA Teacher

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS Facilitator and Administration and Contracted Vendors

Participants:

Schoolwide

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

Monitoring for fidelity through the collection of data monthly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B1.S1

- Assessments focusing on monthly writing prompts
- Review of monthly writing assessments and modifications of instructional plan, as needed

Person or Persons Responsible

Administration and ELA Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G4. The 2013 Algebra EOC assessment indicate that 0% of the students scored in the upper third (Levels 3-5) and (Levels 4-5). The goal is to increase the percentage of students achieving proficiency Level 3-5 by 7 %age points and Level 4-5 by 3 %age points.

G4.B1 An area of deficiency as noted on the 2013 EOC Algebra is Functions, Linear Equations and Inequalities as well as Polynomials for students scoring at Achievement Level 3

G4.B1.S1 Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

Action Step 1

- Provide ongoing opportunities to plan on Algebra, specifically functions, linear equations, and inequalities, as well as rationals, radicals, quadratics and discrete mathematics and polynomials, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of each Algebraic reporting category.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS Facilitator and District Personnel Contracted Vendors

Participants:

Schoolwide

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G4.B1.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that questions covering all Algebra reporting categories are present.

Person or Persons Responsible

Administration and Teacher

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G4.B2 An area of deficiency as noted on the EOC Algebra is Rationals, Radicals, Quadratics and Discrete Mathematics for students scoring at or above Achievement Level 4

G4.B2.S1 Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

Action Step 1

- Provide ongoing opportunities to plan on Algebra, specifically functions, linear equations, and inequalities, as well as rational, radicals, quadratics and discrete mathematics and polynomials, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of each Algebraic reporting category.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS Facilitator and Administration Contracted Vendors

Participants:

Schoolwide

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G4.B2.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that questions covering all Algebra reporting categories are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G5. The 2013 Geometry EOC assessment data was not available however the goal for the 2014 Geometry EOC is 32% proficient.

G5.B1 An area of deficiency as noted on the 2013 EOC Geometry is Two- and Three-Dimensional Geometry and Trigonometry and Discrete Mathematics

G5.B1.S1 Teachers will structure lessons so that students are provided opportunities to: • Identify the converse, inverse, and contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical and real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, and tangent to determine side lengths and angle measures.

Action Step 1

• Provide ongoing opportunities to plan on Geometry, specifically segments, lines, angles, polygons, and circles, as well as involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide ongoing opportunities to plan on Geometry, specifically trigonometry to solve real-world problems involving right triangles as well as structuring activities that support the identification of a conditional statement and write the converse, inverse, and contrapositive, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide explicit instruction in each content focus of Two- and Three-Dimensional Geometry

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Daily Instruction Weekly Meetings Ongoing monitoring

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G5.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that questions covering Trigonometry and Discrete Mathematics as well as Two- and Three-Dimensional Geometry are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G5.B1.S2 Teachers will structure lessons so that students are provided opportunities to:

- Find the length, midpoint, and one of the endpoints of a segment.
- Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.
- Determine measures of interior and exterior angles of regular polygons.
- Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.
- Use properties of congruent and similar polygons to solve mathematical or real-world problems.
- Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical or real-world contexts.
- Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides.
- Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals.
- Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.
- Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.
- Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles.
- Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph.
- Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.
- Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net.
- Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron.
- Explain and apply formulas to determine surface area, lateral area, and volume of solids.
- Identify and use properties of congruent or similar solids to solve problems.
- Identify chords, tangents, radii, or great circles of spheres.
- Determine how changes in no more than two parameters affect the surface area and volume.
- Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

- Provide ongoing opportunities to plan on Geometry, specifically segments, lines, angles, polygons, and circles, as well as involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Two- and Three-Dimensional Geometry.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS Facilitator and Administration Contracted Vendor

Participants:

Schoolwide

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G5.B1.S2

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that questions covering Two- and Three-Dimensional Geometry are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs
Administrative Data Chats

G6. The results of the 2013 Biology EOC Test indicate that 12% are proficient. Our goal for the 2014 school year is to increase proficiency by 4 percentage points to 18%.

G6.B1 Based on 2013 EOC Biology data 12% of students achieved Level 3. The goal is to increase the percentage of students achieving a Level 3 to 18%. The area of deficiency according to the data is reporting category 2 - Molecular and Cellular Biology. The noted barrier is students' inability to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

G6.B1.S1 • Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. • Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. • Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for all students to participate in scientific enrichment activities and science clubs. • Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. • Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. • Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

Action Step 1

- Provide ongoing opportunities to plan on Molecular and Cellular Biology, specifically the comparison of prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration so that these concepts are implemented with the use of inquiry-based strategies into the classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills. • Provide explicit instruction in each content focus of Molecular and Cellular Biology.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Daily for Lesson Plans Weekly for Meetings Ongoing for Monitoring and Data Chats

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G6.B1.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Classroom walkthroughs
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Molecular and Cellular Biology questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G6.B2 Based on 2013 EOC Biology data 2% of students achieved Level 4 or above. The goal is to increase the percentage of students achieving a Level 4 or above to 4%. The area of deficiency according to the data is reporting category 1 - Organisms, Populations, and Ecosystems. The noted barrier is students' inability to relate structures and functions of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

G6.B2.S1 • Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. • Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. • Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for all students to participate in scientific enrichment activities and science clubs. • Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. • Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. • Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

Action Step 1

- Provide ongoing opportunities to plan on Organisms, Populations, and Ecosystems, specifically to relate structures and functions of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology. so that these concepts are implemented with the use of inquiry-based strategies into the classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student’s level of basic skills. • Provide explicit instruction in each content focus of Organisms, Populations and Ecosystems.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Daily for Lesson Plans Weekly for Meetings Ongoing for Monitoring and Data Chats

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

District Facilitator

Participants:

Science Teacher

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G6.B2.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Classroom walkthroughs • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Molecular and Cellular Biology questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs

G7. SLA's goal is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage and participate in 4 independent and collaborative research projects with 50% participation.

G7.B1 Noted barriers to implementation of STEM experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G7.B1.S1 • Project-based learning with integrated content across STEM subjects • Connections to effective in- and out-of-school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person or Persons Responsible

Administration & Math and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G7.B1.S1

- Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs and Feedback Lesson Plan

G7.B2 Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

G7.B2.S1 1. Brainstorm resources to complete deliverable project planning tools and necessary project production tools (word processing, demonstration software) 2. Determine required time and funds needed to complete (if any) 3. Identify People and experts, Resource centers and organizations; Technology and software applications 4. Note any existing systems and level of Information accessibility: literature, books, Internet, 5. Create Team: number, skills, motivation Evaluate and Plan STEM Projects: How familiar are you with the subject matter? Its complexity? What lessons have you learned from similar projects? What alternative topics and projects can meet the objective? Can the size of the project be refined? What are the risks? Impact on stakeholders What are the environmental constraints? Are our resources adequate? Are resources spread too thin? Are our time estimations accurate? Are there too many concurrent tasks? Is this a proven plan? Is the plan realistic? Design--how the specifications will be met) Implementation--how will students develop and demonstrate the final product Integration--are there important components that will need to work together Establish project timeline in phases Identify each phase's milestone/deliverable and cost Prevent runaway projects and scope creep with planning, vision, leadership Identify each phase's work units by tasks and approvals Identify who is responsible for what if a group project Allocate resources especially restraints and control Track progress and contingency plans Verify all with instructor Research--identify what resources are available text book research library research field research Internet

Action Step 1

- Develop a plan that supports the implementation of quality program
- Identify, select the needs of the school and resources available to support STEM
- Structure instructional plans with STEM attributes/ standards to promote student use of STEM.
- Assess staff knowledge and understanding of STEM
- Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives.
- Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations

Plan to Monitor Effectiveness of G7.B2.S1

- Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs and Feedback Lesson Plan

G8. Stellar's goal for CTE is to increase student participation in CTE Academies or CTE programs by 10% and increase CTE student achievement of industry certification by 5% as well as increase STEM learning opportunities for students, using CTE curriculum.

G8.B1 The noted barrier to students enrolling in CTE courses is the curriculum not aligned to career theme across all disciplines thus not generating interest in CTE. Additionally, Stellar has not CTE or STEM offerings

G8.B1.S1 • Schedule career pathway students in cohort with common academic and CTE instructors. • Plan activities school wide during CTE Month (February 2014). • OJT / Business Classes and Informational Technology • Allow release time for CTE teachers to attend district CTE CCSS training.

Action Step 1

• Develop a plan that supports the implementation of quality program • Structure instructional plans with CTE attributes/standards • Assess teacher knowledge and understanding of CTE requirements and standards • Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards, • Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Person or Persons Responsible

Administration and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during planning sessions and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G8.B1.S1

- Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum
- Monitor lesson plans and collaborative planning sessions
- Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD/training materials and resources Classroom Evaluations CTE assessments

G8.B1.S2 • Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment. • Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources. Implement national standards for academies, such as, develop Industry /Community Advisory Board and hold regular meetings. • Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning or Unwrapping CTE Standards, (online training offered by FACTE through school year.) • Schedule career academy students in cohorts with common academic and CTE instructors. • Promote CTE awareness, through activities such as CTE Month in Feb. 2014, Career Fairs, parent/family night, activities with feeder pattern schools, etc. • Prepare and test students for industry certifications through registered career-themed courses.

Action Step 1

Development of a Academy committee that sets up timeline of plan, meets regularly to monitor and review implementation of academies or plan for new academy. Additional tasks and duties are listed below: Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses. • Develop a plan that supports the implementation of quality program • Structure instructional plans with CTE attributes/standards • Assess teacher knowledge and understanding of CTE requirements and standards • Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards, • Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Person or Persons Responsible

Administration and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during planning sessions and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G8.B1.S2

- Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum
- Monitor lesson plans and collaborative planning sessions
- Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD/training materials and resources Classroom Evaluations CTE assessments • Academy assessment tools • CAPE Academy registration confirmation and enrollment data • Career-Themed registration confirmation and enrollment data

G8.B2 The noted barrier to students in CTE accelerated courses and taking CTE exams is that CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures and CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

G8.B2.S1 • To increase effectiveness of instruction, CTE teachers obtain industry certification. • CTE teachers attend Professional Development Institute (PDI) during summer and/ or fall to prepare to take the industry certification. • Provide release time and/or substitute funding for teachers to attend district ICE training and CTE conferences.

Action Step 1

- Develop a plan that supports the implementation of quality program
- Structure instructional plans with CTE attributes/standards
- Assess teacher knowledge and understanding of CTE requirements and standards
- Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards,
- Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Person or Persons Responsible

Administration and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

District Facilitator

Participants:

CTE Teacher

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during planning sessions and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State)

Plan to Monitor Effectiveness of G8.B2.S1

- Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum
- Monitor lesson plans and collaborative planning sessions
- Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD/training materials and resources Classroom Evaluations CTE assessments

G8.B2.S2 • CTE department works with administration to set up goals, review pacing of preparation materials and set up test schedule using student data. • Train CTE teachers for Implementation of differentiated instruction using ICE practice exam and reading data. • Set up after school tutoring of CTE students for industry certification preparation. • CTE teachers implement baseline, practice exams or monitoring activities throughout instruction. • Promote student development of certification goals and student awareness of industry certification timelines. • Prepare and test students for industry certifications through registered career-themed courses.

Action Step 1

- Develop a plan that supports the implementation of quality program
- Structure instructional plans with CTE attributes/standards
- Assess teacher knowledge and understanding of CTE requirements and standards
- Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards,
- Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Person or Persons Responsible

Administration and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

District Facilitator

Participants:

CTE Teacher

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during planning sessions and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State)

Plan to Monitor Effectiveness of G8.B2.S2

• Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program. • Classroom walkthroughs monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum • Monitor lesson plans and collaborative planning sessions Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD/training materials and resources Classroom Evaluations CTE assessments • Test data from pre-tests • Reports from Industry Certification testing providers.

G8.B3 The noted barrier to the inclusion of CTE program concentrators are CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12 And/Or the CCSS College and Career Readiness anchor Standards for Writing

G8.B3.S1 • Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects. • Allow release time for CTE teachers to attend district CTE CCSS training (to be scheduled for August & Sept 2013.) • Allow release time for CTE teachers to attend FL-DOE NGCATER Content Area Reading in CTE training (dates TBA.) • Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, (possibly between Science and CTE for for CCSS Range of Reading and Level of Text Complexity Standards.) • CTE teachers participate in online PD, such as Fla. Assoc. of Career and Technical Education (FACTE) online course “Common Core State Standards 101 for CTE” (offered 2 to 3 times a year.)

Action Step 1

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction Develop a plan that supports the implementation of quality program • Structure instructional plans with CTE attributes/standards • Assess teacher knowledge and understanding of CTE requirements and standards • Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards, • Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Person or Persons Responsible

Administration and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan for implementation of CTE

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Monitoring for fidelity through the collection of data bi-weekly for review of CTE implementation and planning. Additionally, feedback from teachers training on CTE and observation of implementation of those skills learned at training. The information from these assessments will be used for analysis and discussion by teachers with administration during planning sessions and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Data Chats Classroom Walkthroughs and Teacher Evaluations Lesson Plans

Plan to Monitor Effectiveness of G8.B3.S1

- Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum
- Monitor lesson plans and collaborative planning sessions
- Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

- Reading data of CTE students measuring CCSS
- Perkins Grant Accountability district data of Reading targets of CTE students.

G9. SLA's goal for the 2014 EOC US History is to ensure all required students are administered the EOC. The goal is based on the District's EOC baseline assessment with 28% proficient and to increase proficiency to 35.5%.

G9.B1 The areas of deficiency are lack of student research and writing skills. Evaluating research information for development of ideas and content, logical organization (Historical Essays, Biographies etc.) The students have limited understanding and knowledge of the US Constitution.

G9.B1.S1 • Institute regular, on-going common planning sessions for U.S. teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. • Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. • 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 instructions and address students' weak areas of benchmark mastery. • Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. • Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. • Provide activities that allow students to interpret primary and secondary sources of information. • Provide opportunities for students to examine opposing points of view on a variety of issues. • Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues. • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

Action Step 1

•Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content. •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 performance. •Provide opportunities/ intervention for students who demonstrate deficiencies in benchmark mastery. • Provide ongoing opportunities to plan using effective instructional strategies into the classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills. • Provide explicit instruction in each content focus of US History

Person or Persons Responsible

Administration and SS Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

Administration and MDCPS Facilitator

Participants:

Social Studies Teacher

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G9.B1.S1

• Planning time develop comprehensive lessons to address assessed standards. • Classroom walkthroughs monitor use of effective instructional strategies and implementation • Monitor lesson plans and planning sessions

Person or Persons Responsible

Administration and SS Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G10. SLA's attendance goal for the 2013-2014 school year is to decrease the %age of students that miss 10% or more of instructional time by 1 %age point.

G10.B1 Student truancy has been attributed to student incarceration, illnesses as well as economic situations at home due to students lack of exposure to information on how to promote good citizenship that leads to continued liberation, health and wellness. Additionally, parents and students may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students due to a myriad of issues that the students deal with at home and/or within the judicial system.

G10.B1.S1 • Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services.

Action Step 1

-Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

Facilitator:

MDCPS Facilitator and Advisory Program Chair

Participants:

Administration, Academic Advisor and LMS Coordinator All teachers and support staff

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

Review of attendance bulletins monthly Analysis of noted attendance patterns Monitoring of incentives

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletins

Plan to Monitor Effectiveness of G10.B1.S1

- Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Data Chats Attendance Bulletin

G11. SLA's suspension goal for the 2013-2014 school year is to reduce the total number of suspensions to 23%.

G11.B1 Noted barrier is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G11.B1.S1 • Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Action Step 1

Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Log of behavioral issues (kept by Dean of Discipline)

Facilitator:

Administration

Participants:

Schoolwide

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

• On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

ISIS Log of behavioral issues

Plan to Monitor Effectiveness of G11.B1.S1

- On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

ISIS Log of discipline/behavioral issues

G11.B2 A noted barrier is the large number of students with past behavioral issues lack parental support and experience negative peer pressure

G11.B2.S1 Provide Counseling sessions to model acceptable classroom and school behavior, Provide Incentives for compliance through the use of recognition based student behavioral incentive program, students will be recognized on a quarterly basis through a ceremony for exemplifying positive behavior.

Action Step 1

Review of documented student behavior (ex. Referrals) Tracking of students behavior patterns
Schedule counseling sessions Development of behavior modification plan Monitoring of plan with incentives

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

Log of discipline/behavior issues ISIS

Facilitator:

Administration and Dean of Discipline

Participants:

Schoolwide

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

Dean of Discipline will monitor behavioral log entries and the number of discipline violations (e.g. tardies, in-school suspensions, etc) using the District portal and the school grade book system on a weekly basis.

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Log of discipline/behavior issues

Plan to Monitor Effectiveness of G11.B2.S1

Review and analysis of: Behavioral referrals Tracking students on behavior modification plans

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Log of discipline/behavior issues Referrals

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title 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.

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. SLA's performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 Reading is <5%. The goal is to improve all student achievement by increasing the %age of students achieving proficiency to 36%.

G1.B1 Students in the subgroups Black and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and reporting category 1 - Vocabulary for the applicable subgroups.

G1.B1.S1 There will be additional opportunities for students to engage in learning that promotes mastery of Reading Application and Vocabulary.

PD Opportunity 1

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To practice using and identifying details from the passage to determine main idea, plot, and purpose.
- To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Ingrain the practice of justifying answers by going back to the text for support.
- Use graphic organizers to see patterns and summarize the main points.
- To understand how patterns support the main idea, character development, and author's purpose.
- To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Instructional Strategies will include, but not limited to:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question;
- encouraging students to read from a wide variety of texts.
- cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature

Vocabulary:

- Provide a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.
- Emphasis on strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.
- Provide opportunities to distinguish literal from figurative interpretations

Instructional Strategies will include, but not limited to:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;
- analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

Facilitator

MDCPS Facilitator, Administration

Participants

Reading Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Notes from Planning Meetings Classroom Walkthroughs and feedback Teacher Evaluations Interventions Logs Administrative Data Chats

G1.B2 Students scoring at Achievement Level 3 in reading on the 2013 FCAT 2.0 were 5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 22 %age points to 27%. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 – Vocabulary for students scoring at Level 3.

G1.B2.S1 There will be additional opportunities to engage in learning that promotes the understanding and mastery of Vocabulary

PD Opportunity 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Vocabulary
- Provide a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.
- Emphasis on strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.

Facilitator

District Trainers; Contracted Vendors; Administration

Participants

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Planning Meeting Agendas/Notes Intervention Logs Teacher Evaluations Classroom Walkthroughs Administrative Data Chats Assessment Data

G1.B3 Students scoring at or above Achievement Level 4 in reading on the 2013 FCAT 2.0 were 0%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 by 9 %age points to 9%. The area of deficiency was reporting category 4 – Informational Text and Research Process and reporting category 3-Literary Analysis: Fiction/Non-fiction for students scoring at or above Achievement Level 4

G1.B3.S1 There will be additional opportunities for students to engage in learning that promotes the understanding and mastery of Literary Analysis and Informational Text/Research Process

PD Opportunity 1

Informational Text and Research Process: • Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. • Provide instruction that helps students build stronger arguments to support their answers. • Explore shades of meaning to better identify nuances. • Examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. • Provide practice with methods of development and understanding the term supporting details in performance tasks. Teach students to graphically depict comparison-and-contrast relationships to help understand them. • Practice identifying the methods of development, as well as multiple patterns within a single passage. • Provide experiences with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. • Practice reducing textual information to key points so that comparisons can be made across texts; • Opportunities to become more familiar with comparing and contrasting in and across a variety of genres. • Emphasis on reading closely to identify relevant details that support comparison and contrast. • Emphasis placed on recognizing implicit meaning or the details within a text that support inferencing

Facilitator

Administration; District Facilitators; Contracted Vendor

Participants

All Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Planning Meetings with Agendas Intervention Logs Teacher Evaluations Classroom Walkthroughs

G1.B6 SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in listening/speaking is to increase student proficiency from 51 to 56%. The area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.

G1.B6.S1 • Students participate in shared reading by listening to a passage and extracting the main idea. • Students participate in shared reading, asking them to identify the main idea. • Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said: - restate complex sentences as a sequence of simple sentences; - avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves). - restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted; - pause often to allow students to process what they hear; - provide specific explanations of key words and special or - technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and - provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

PD Opportunity 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills.

Facilitator

Administration and ELL teacher

Participants

All teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Administrative Data Chats Classroom Walkthroughs Teacher Observations Planning Meeting Agendas and Notes

G1.B7 SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in reading is to increase student proficiency from 29 to 36%. The area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary

G1.B7.S1 • Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum. • Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. • Students will use context clues to determine the meaning of unfamiliar words. • Students will explain how text features (e.g. charts, maps, diagrams, sub- headings, captions, illustrations, and graphs) aid readers understanding • Instructional strategies will include, but not limited to: - Modeling - Think Aloud - Use Task Cards - Focus on Key Vocabulary - Vocabulary with Context Clues - Vocabulary Improvement Strategy (VIS) - Use Multiple Meaning Words - Interactive Word Walls - Use of Cognates - Word Banks/Vocabulary Notebooks - Structural Analysis - Heritage Language/English Dictionary

PD Opportunity 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills.

Facilitator

Administration and ELL teacher

Participants

All teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G1.B8 SLA's student performance data was N/A in this area; however, the school administers this assessment and has developed goals using the District's performance data. The proficiency goal for the 2014 CELLA in writing is to increase student proficiency from 28% to 35%. The area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing.

G1.B8.S1 • Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing. • Develop school wide writing standard by developing/ composing posters. • Teachers will work collaboratively with ELL teacher during planning. • Create a topic board with sticky notes to record topics students discuss and post them. • Encourage illustrations and provide graphic organizers • Provide time for peer- to-peer and student-to-teacher discussion prior to writing • Students will write or dictate their stories in their native language • Establish Writer's Circles and exposure to wide variety of writing experiences (journaling, letter writing, poetry, stories)

PD Opportunity 1

• Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis. • Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills.

Facilitator

Administration and ELL Teachers

Participants

All Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G3. SLA's student performance data indicates that 18% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 8 percentage points to 26%.

G3.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus and organization

G3.B1.S1 • Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text. • Prewriting: - Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. - Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). - Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

PD Opportunity 1

Have students utilize drafting techniques to sustain writing by: - Developing a pre-writing plan to create a picture, develop the main idea(s) and supporting details - Assist students to organize their ideas into a logical sequence. - Model effective writing for students. - Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice. - Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counter claims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. - Provide a concluding statement or section that follows from or supports the argument presented. • Encourage students to write creatively by: - Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. - Incorporate use of lessons on the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details. Have students write an informational/expository essay by: - Model writing an expository paragraph that includes a topic sentence and relevant information. - Compose a friendly letter, invitation, message, and/or thank you note, and/or a formal letter using a model developed in class. - Write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. - Read maps and write directions to accompany them. • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for

each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Facilitator

MDCPS Facilitator and Administration and Contracted Vendors

Participants

Schoolwide

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G4. The 2013 Algebra EOC assessment indicate that 0% of the students scored in the upper third (Levels 3-5) and (Levels 4-5). The goal is to increase the percentage of students achieving proficiency Level 3-5 by 7 %age points and Level 4-5 by 3 %age points.

G4.B1 An area of deficiency as noted on the 2013 EOC Algebra is Functions, Linear Equations and Inequalities as well as Polynomials for students scoring at Achievement Level 3

G4.B1.S1 Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

PD Opportunity 1

- Provide ongoing opportunities to plan on Algebra, specifically functions, linear equations, and inequalities, as well as rationals, radicals, quadratics and discrete mathematics and polynomials, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of each Algebraic reporting category.

Facilitator

MDCPS Facilitator and District Personnel Contracted Vendors

Participants

Schoolwide

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G4.B2 An area of deficiency as noted on the EOC Algebra is Rationals, Radicals, Quadratics and Discrete Mathematics for students scoring at or above Achievement Level 4

G4.B2.S1 Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

PD Opportunity 1

- Provide ongoing opportunities to plan on Algebra, specifically functions, linear equations, and inequalities, as well as rational, radicals, quadratics and discrete mathematics and polynomials, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of each Algebraic reporting category.

Facilitator

MDCPS Facilitator and Administration Contracted Vendors

Participants

Schoolwide

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G5. The 2013 Geometry EOC assessment data was not available however the goal for the 2014 Geometry EOC is 32% proficient.

G5.B1 An area of deficiency as noted on the 2013 EOC Geometry is Two- and Three-Dimensional Geometry and Trigonometry and Discrete Mathematics

G5.B1.S2 Teachers will structure lessons so that students are provided opportunities to:

- Find the length, midpoint, and one of the endpoints of a segment.
- Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.
- Determine measures of interior and exterior angles of regular polygons.
- Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.
- Use properties of congruent and similar polygons to solve mathematical or real-world problems.
- Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical or real-world contexts.
- Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides.
- Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals.
- Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.
- Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.
- Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles.
- Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph.
- Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.
- Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net.
- Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron.
- Explain and apply formulas to determine surface area, lateral area, and volume of solids.
- Identify and use properties of congruent or similar solids to solve problems.
- Identify chords, tangents, radii, or great circles of spheres.
- Determine how changes in no more than two parameters affect the surface area and volume.
- Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

PD Opportunity 1

- Provide ongoing opportunities to plan on Geometry, specifically segments, lines, angles, polygons, and circles, as well as involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Two- and Three-Dimensional Geometry.

Facilitator

MDCPS Facilitator and Administration Contracted Vendor

Participants

Schoolwide

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G6. The results of the 2013 Biology EOC Test indicate that 12% are proficient. Our goal for the 2014 school year is to increase proficiency by 4 percentage points to 18%.

G6.B2 Based on 2013 EOC Biology data 2% of students achieved Level 4 or above. The goal is to increase the percentage of students achieving a Level 4 or above to 4%. The area of deficiency according to the data is reporting category 1 - Organisms, Populations, and Ecosystems. The noted barrier is students' inability to relate structures and functions of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

G6.B2.S1 • Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. • Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. • Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for all students to participate in scientific enrichment activities and science clubs. • Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. • Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. • Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

PD Opportunity 1

- Provide ongoing opportunities to plan on Organisms, Populations, and Ecosystems, specifically to relate structures and functions of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology. so that these concepts are implemented with the use of inquiry-based strategies into the classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student’s level of basic skills. • Provide explicit instruction in each content focus of Organisms, Populations and Ecosystems.

Facilitator

District Facilitator

Participants

Science Teacher

Target Dates or Schedule

Daily for Lesson Plans Weekly for Meetings Ongoing for Monitoring and Data Chats

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G8. Stellar's goal for CTE is to increase student participation in CTE Academies or CTE programs by 10% and increase CTE student achievement of industry certification by 5% as well as increase STEM learning opportunities for students, using CTE curriculum.

G8.B2 The noted barrier to students in CTE accelerated courses and taking CTE exams is that CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures and CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

G8.B2.S1 • To increase effectiveness of instruction, CTE teachers obtain industry certification. • CTE teachers attend Professional Development Institute (PDI) during summer and/ or fall to prepare to take the industry certification. • Provide release time and/or substitute funding for teachers to attend district ICE training and CTE conferences.

PD Opportunity 1

- Develop a plan that supports the implementation of quality program
- Structure instructional plans with CTE attributes/standards
- Assess teacher knowledge and understanding of CTE requirements and standards
- Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards,
- Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Facilitator

District Facilitator

Participants

CTE Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G8.B2.S2 • CTE department works with administration to set up goals, review pacing of preparation materials and set up test schedule using student data. • Train CTE teachers for Implementation of differentiated instruction using ICE practice exam and reading data. • Set up after school tutoring of CTE students for industry certification preparation. • CTE teachers implement baseline, practice exams or monitoring activities throughout instruction. • Promote student development of certification goals and student awareness of industry certification timelines. • Prepare and test students for industry certifications through registered career-themed courses.

PD Opportunity 1

- Develop a plan that supports the implementation of quality program
- Structure instructional plans with CTE attributes/standards
- Assess teacher knowledge and understanding of CTE requirements and standards
- Research and attend targeted training on strategies that support the implementation of CTE curriculum and standards,
- Ensure teacher incorporation and utilization of CTE resources and materials for monitoring of implementation

Facilitator

District Facilitator

Participants

CTE Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G9. SLA's goal for the 2014 EOC US History is to ensure all required students are administered the EOC. The goal is based on the District's EOC baseline assessment with 28% proficient and to increase proficiency to 35.5%.

G9.B1 The areas of deficiency are lack of student research and writing skills. Evaluating research information for development of ideas and content, logical organization (Historical Essays, Biographies etc.) The students have limited understanding and knowledge of the US Constitution.

G9.B1.S1 • Institute regular, on-going common planning sessions for U.S. teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. • Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. • 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 instructions and address students' weak areas of benchmark mastery. • Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. • Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. • Provide activities that allow students to interpret primary and secondary sources of information. • Provide opportunities for students to examine opposing points of view on a variety of issues. • Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues. • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

PD Opportunity 1

•Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content. •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 performance. •Provide opportunities/ intervention for students who demonstrate deficiencies in benchmark mastery. • Provide ongoing opportunities to plan using effective instructional strategies into the classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills. • Provide explicit instruction in each content focus of US History

Facilitator

Administration and MDCPS Facilitator

Participants

Social Studies Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G10. SLA's attendance goal for the 2013-2014 school year is to decrease the %age of students that miss 10% or more of instructional time by 1 %age point.

G10.B1 Student truancy has been attributed to student incarceration, illnesses as well as economic situations at home due to students lack of exposure to information on how to promote good citizenship that leads to continued liberation, health and wellness. Additionally, parents and students may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students due to a myriad of issues that the students deal with at home and/or within the judicial system.

G10.B1.S1 • Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services.

PD Opportunity 1

-Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives

Facilitator

MDCPS Facilitator and Advisory Program Chair

Participants

Administration, Academic Advisor and LMS Coordinator All teachers and support staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

G11. SLA's suspension goal for the 2013-2014 school year is to reduce the total number of suspensions to 23%.

G11.B1 Noted barrier is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G11.B1.S1 • Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

PD Opportunity 1

Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled "administrative check-ups," which provide the principal with progress updates.

Facilitator

Administration

Participants

Schoolwide

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Log of behavioral issues (kept by Dean of Discipline)

G11.B2 A noted barrier is the large number of students with past behavioral issues lack parental support and experience negative peer pressure

G11.B2.S1 Provide Counseling sessions to model acceptable classroom and school behavior, Provide Incentives for compliance through the use of recognition based student behavioral incentive program, students will be recognized on a quarterly basis through a ceremony for exemplifying positive behavior.

PD Opportunity 1

Review of documented student behavior (ex. Referrals) Tracking of students behavior patterns
Schedule counseling sessions Development of behavior modification plan Monitoring of plan with incentives

Facilitator

Administration and Dean of Discipline

Participants

Schoolwide

Target Dates or Schedule

Ongoing

Evidence of Completion

Log of discipline/behavior issues ISIS

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	SLA's performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 Reading is <5%. The goal is to improve all student achievement by increasing the %age of students achieving proficiency to 36%.	\$6,000
G3.	SLA's student performance data indicates that 18% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 8 percentage points to 26%.	\$8,000
G4.	The 2013 Algebra EOC assessment indicate that 0% of the students scored in the upper third (Levels 3-5) and (Levels 4-5). The goal is to increase the percentage of students achieving proficiency Level 3-5 by 7 %age points and Level 4-5 by 3 %age points.	\$4,000
G5.	The 2013 Geometry EOC assessment data was not available however the goal for the 2014 Geometry EOC is 32% proficient.	\$4,000
G9.	SLA's goal for the 2014 EOC US History is to ensure all required students are administered the EOC. The goal is based on the District's EOC baseline assessment with 28% proficient and to increase proficiency to 35.5%.	\$2,000
G11.	SLA's suspension goal for the 2013-2014 school year is to reduce the total number of suspensions to 23%.	\$1,200
Total		\$25,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Internal Budget		\$14,000
Internal Funds		\$10,000
SACs Funding		\$1,200
Total		\$25,200

Budget Details

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

G1. SLA's performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 Reading is <5%. The goal is to improve all student achievement by increasing the %age of students achieving proficiency to 36%.

G1.B1 Students in the subgroups Black and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and reporting category 1 - Vocabulary for the applicable subgroups.

G1.B1.S1 There will be additional opportunities for students to engage in learning that promotes mastery of Reading Application and Vocabulary.

Action Step 1

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To practice using and identifying details from the passage to determine main idea, plot, and purpose.
- To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Ingrain the practice of justifying answers by going back to the text for support.
- Use graphic organizers to see patterns and summarize the main points.
- To understand how patterns support the main idea, character development, and author's purpose.
- To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Instructional Strategies will include, but not limited to:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question;
- encouraging students to read from a wide variety of texts.
- cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature

Vocabulary:

- Provide a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.
- Emphasis on strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.
- Provide opportunities to distinguish literal from figurative interpretations

Instructional Strategies will include, but not limited to:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;
- analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

Resource Type

Evidence-Based Program

Resource

Instructional Materials

Funding Source

Internal Budget

Amount Needed

\$6,000

G3. SLA's student performance data indicates that 18% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 8 percentage points to 26%.

G3.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus and organization

G3.B1.S1 • Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text. • Prewriting: - Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. - Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). - Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Action Step 1

Have students utilize drafting techniques to sustain writing by: - Developing a pre-writing plan to create a picture, develop the main idea(s) and supporting details - Assist students to organize their ideas into a logical sequence. - Model effective writing for students. - Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice. - Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counter claims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. - Provide a concluding statement or section that follows from or supports the argument presented. • Encourage students to write creatively by: - Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. - Incorporate use of lessons on the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details. Have students write an informational/expository essay by: - Model writing an expository paragraph that includes a topic sentence and relevant information. - Compose a friendly letter, invitation, message, and/or thank you note, and/or a formal letter using a model developed in class. - Write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. - Read maps and write directions to accompany them. • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for

each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Resource Type

Evidence-Based Program

Resource

Instructional Materials

Funding Source

Internal Budget

Amount Needed

\$8,000

G4. The 2013 Algebra EOC assessment indicate that 0% of the students scored in the upper third (Levels 3-5) and (Levels 4-5). The goal is to increase the percentage of students achieving proficiency Level 3-5 by 7 %age points and Level 4-5 by 3 %age points.

G4.B1 An area of deficiency as noted on the 2013 EOC Algebra is Functions, Linear Equations and Inequalities as well as Polynomials for students scoring at Achievement Level 3

G4.B1.S1 Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

Action Step 1

- Provide ongoing opportunities to plan on Algebra, specifically functions, linear equations, and inequalities, as well as rationals, radicals, quadratics and discrete mathematics and polynomials, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of each Algebraic reporting category.

Resource Type

Evidence-Based Program

Resource

Instructional Materials

Funding Source

Internal Funds

Amount Needed

\$4,000

G5. The 2013 Geometry EOC assessment data was not available however the goal for the 2014 Geometry EOC is 32% proficient.

G5.B1 An area of deficiency as noted on the 2013 EOC Geometry is Two- and Three-Dimensional Geometry and Trigonometry and Discrete Mathematics

G5.B1.S2 Teachers will structure lessons so that students are provided opportunities to:

- Find the length, midpoint, and one of the endpoints of a segment.
- Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.
- Determine measures of interior and exterior angles of regular polygons.
- Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.
- Use properties of congruent and similar polygons to solve mathematical or real-world problems.
- Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical or real-world contexts.
- Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides.
- Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals.
- Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.
- Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.
- Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles.
- Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph.
- Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.
- Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net.
- Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron.
- Explain and apply formulas to determine surface area, lateral area, and volume of solids.
- Identify and use properties of congruent or similar solids to solve problems.
- Identify chords, tangents, radii, or great circles of spheres.
- Determine how changes in no more than two parameters affect the surface area and volume.
- Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

- Provide ongoing opportunities to plan on Geometry, specifically segments, lines, angles, polygons, and circles, as well as involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Two- and Three-Dimensional Geometry.

Resource Type

Evidence-Based Program

Resource

Instructional Materials

Funding Source

Internal Funds

Amount Needed

\$4,000

G9. SLA's goal for the 2014 EOC US History is to ensure all required students are administered the EOC. The goal is based on the District's EOC baseline assessment with 28% proficient and to increase proficiency to 35.5%.

G9.B1 The areas of deficiency are lack of student research and writing skills. Evaluating research information for development of ideas and content, logical organization (Historical Essays, Biographies etc.) The students have limited understanding and knowledge of the US Constitution.

G9.B1.S1 • Institute regular, on-going common planning sessions for U.S. teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. • Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. • 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 instructions and address students' weak areas of benchmark mastery. • Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. • Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. • Provide activities that allow students to interpret primary and secondary sources of information. • Provide opportunities for students to examine opposing points of view on a variety of issues. • Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues. • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

Action Step 1

•Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content. •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 performance. •Provide opportunities/ intervention for students who demonstrate deficiencies in benchmark mastery. • Provide ongoing opportunities to plan using effective instructional strategies into the classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills. • Provide explicit instruction in each content focus of US History

Resource Type

Evidence-Based Program

Resource

Instructional Materials and Incentives

Funding Source

Internal Funds

Amount Needed

\$2,000

G11. SLA's suspension goal for the 2013-2014 school year is to reduce the total number of suspensions to 23%.

G11.B2 A noted barrier is the large number of students with past behavioral issues lack parental support and experience negative peer pressure

G11.B2.S1 Provide Counseling sessions to model acceptable classroom and school behavior, Provide Incentives for compliance through the use of recognition based student behavioral incentive program, students will be recognized on a quarterly basis through a ceremony for exemplifying positive behavior.

Action Step 1

Review of documented student behavior (ex. Referrals) Tracking of students behavior patterns
Schedule counseling sessions Development of behavior modification plan Monitoring of plan with incentives

Resource Type

Evidence-Based Program

Resource

Incentives

Funding Source

SACs Funding

Amount Needed

\$1,200