



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

---

---

**Law Enforcement Officers Memorial High School**

300 NW 2ND AVE

Miami, FL 33128

305-371-0400

<http://schoolofjustice.dadeschools.net>

---

## School Demographics

---

**School Type**

High School

**Title I**

Yes

**Free and Reduced Lunch Rate**

79%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

94%

---

## School Grades History

---

**2013-14**

A

**2012-13**

A

**2011-12**

A

**2010-11**

A

---

## 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>18</b>
<b>Goals Summary</b>	<b>23</b>
<b>Goals Detail</b>	<b>24</b>
<b>Action Plan for Improvement</b>	<b>32</b>
<b>Part III: Coordination and Integration</b>	<b>52</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>53</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>55</b>

---

## 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

Law Enforcement Officers Memorial High School

##### Principal

Christopher J. Shinn

##### School Advisory Council chair

Rachelle Anderson

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

Name	Title
Christopher J. Shinn	Principal
Dr. LaShinda S. Moore	Assistant Principal
Krystal Maycock	Counselor
Lizbet Concepcion	Testing Chair
Rachelle Anderson	Social Studies Chair and EESAC Chair
Cynthia McKinnon-Bodden	SPED Chair
Tangela Ramos	Academy Lead Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M. Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The majority of the EESAC members are not employed by the school district. The EESAC is composed of the Principal-1, UTD Steward-1, Teachers-3, parents-5, students-3, Educational Support-1, Business/Community Representative-1. This is representative of the ethnic, racial, and economic community served by the school.

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

The EESAC at Law Enforcement Officers' Memorial is the sole body responsible for final decision making at the school relating to the implementation of the SIP goals. The committee assists the

Leadership team in evaluating the SIP, assists the Principal in the development of the budget, and determines the allocations of the EESAC's budget.

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

The EESAC will bring together all stakeholders and involve them in decisions which impact the delivery and instruction of programs at our school site. We will have seven EESAC meetings.

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

Our allocation is projected to be \$1,770 pending final FTE. The full amount will be allocated towards incentives, recognition, and awards for our students.

**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**

Not applicable, we are in compliance.

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Christopher J. Shinn**

Principal

Years as Administrator: 11

Years at Current School: 4

**Credentials**

Bachelor of Arts in Physical Education  
Masters in Sports Science, Educational Leadership and Physical Education

**Performance Record**

2013 – School Grade Pending  
Rdg. Proficiency, 75%  
Math Proficiency, \_83\_%  
Rdg. Lrg. Gains, \_64\_ points  
Math Lrg. Gains, \_77\_ points  
Rdg. Imp. of Lowest 25% -  
\_76\_ points  
Math Imp. of Lowest 25% -  
\_75\_ points  
Rdg. AMO – y (75%)  
Math AMO– y (83%)  
2012 – School Grade: A  
Rdg. Proficiency, \_67\_%  
Math Proficiency, \_74\_%  
Rdg. Lrg. Gains, \_68\_ points  
Math Lrg. Gains, 59\_ points  
Rdg. Imp. of Lowest 25%  
\_64\_ points  
Math Imp. of Lowest25%  
\_73\_ points  
Rdg. AMO –79  
Math AMO–74  
2011 – School Grade: A  
Rdg. Proficiency, \_68\_%  
Math Proficiency, \_91\_%  
Rdg. Lrg. Gains, \_66\_ points  
Math Lrg. Gains, \_87\_ points  
Rdg. Imp. of Lowest 25%  
\_62\_ points  
Math Imp. of Lowest 25% -  
\_80\_ points  
2010 School Grade: A  
High Standards Reading: 70%  
High Standards Math: 83%  
Lrng Gains Reading: 70 %  
Lrng Gains Math: 78%  
Gains Reading 25%: 56  
Gains Math 25%: 70  
2009 School Grade: D  
High Standards Reading: 25%  
High Standards Math: 57%  
Lrng Gains Reading: 43%  
Lrng Gains Math: 72%



Gains Reading 25%: 46  
Gains Math 25%: 70

**Dr. LaShinda S. Moore**

Asst Principal

Years as Administrator: 9

Years at Current School: 2

**Credentials**

Bachelors of Arts In Specific Learning  
Disabilities and Elementary Education  
Masters of Science in Educational Leadership  
Doctorate of Education in Educational and Organizational  
Leadership

**Performance Record**

2013 – School Grade: A  
Rdg. Proficiency, 75%  
Math Proficiency, 83%  
Rdg. Lrg. Gains, 64 points  
Math Lrg. Gains, 77 points  
Rdg. Imp. of Lowest 25% -  
76 points  
Math Imp. of Lowest 25%  
75 points  
Rdg. AMO-- y (75%)  
Math AMO– y (83%)  
2012 – School Grade: B  
Rdg. Proficiency, 47%  
Math Proficiency, 57%  
Rdg. Lrg. Gains, 63 points  
Math Lrg. Gains, 53 points  
Rdg. Imp. of Lowest 25% -  
70 points  
Math Imp. of Lowest 25%  
69 points  
Rdg. AMO –47  
Math AMO–57  
2011 School Grade: A  
Rdg. Proficiency, 52%  
Math Proficiency, 71%  
Rdg. Lrg. Gains, 60 points  
Math Lrg. Gains, 75 points  
Rdg. Imp. of Lowest 25% -  
61 points  
Math Imp. of Lowest 25%  
64 points  
2010 School Grade: A  
High Standards Reading: 70%  
High Standards Math: 83%  
Lrng Gains Reading: 70%  
Lrng Gains Math: 78%  
Gains Reading 25%: 56  
Gains Math 25%: 70  
2009 School Grade: D  
High Standards Reading: 25%  
High Standards Math: 57%  
Lrng Rains Reading: 43%

Lrng Gains Math: 72%  
 Gains Reading 25%: 46  
 Gains Math 25%: 70

**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**

22

**# receiving effective rating or higher**

22, 100%

**# Highly Qualified Teachers**

59%

**# certified in-field**

22, 100%

**# ESOL endorsed**

2, 9%

**# reading endorsed**

4, 18%

**# with advanced degrees**

17, 77%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 5%

**# with 1-5 years of experience**

3, 14%

**# with 6-14 years of experience**

13, 59%

**# with 15 or more years of experience**

5, 23%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Job embedded professional development opportunities will be provided through teacher planning days and faculty meetings. Based on data reviewed there will be specific and focused professional developments on strategies to increase the areas of deficiencies.
2. Teachers have the opportunity to meet with department chairs once a week to plan, review the upcoming week's lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.
3. Leadership opportunities for Instructional Staff are encouraged to assist the Administrative Team with duties and responsibilities of the operations of the school.

**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**

New Teachers will meet with the Principal/Assistant Principal for extra support in any specific subject area.

**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**

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.

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

- Christopher J. Shinn, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Provides a common vision for the use of data driven instruction and decision- making. Conveys information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.
- Dr. La Shinda S. Moore, Assistant Principal: Assist with ensuring that the implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Assist with providing a common vision for the use of data driven instruction and decision- making. Assist with conveying information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.
- Lizbeth Concepcion, Language Arts,
- Todd Doucimo, Reading,
- Paul Padgett, Mathematics and Science,
- Rachelle Anderson, Social Studies,
- Paola Martinez, Foreign Language- Provides information about core instruction, assist in data collection, participate in data chats, and collaborate with others to implement intervention strategies within the delivery of instruction.
- Heather Zielke, Reading Instructor: Identifies and analyzes scientifically based assessments and intervention approaches. Identifies systematic patterns of student need to appropriately implement evidence-based intervention strategies. Assist in the implementation of progress monitoring, data collection, data analysis, and support teachers by providing professional development opportunities.
- Krystal Maycock, Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
- Cynthia McKinnon- Bodden, SPED Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for SPED students.

### **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 aimlines 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**

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT / EOC Testing
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Probation Letters
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

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

Describe the plan to train staff on MTSS.

Professional Development and Support will include:

- Administrators and staff training on MTSS/RtI problem solving and data analysis process
- Continuous support for staff to understand the basic MTSS/RtI principles and procedures

Describe plan to support MTSS.

- Administrators and staff training on MTSS/RtI problem solving and data analysis process
- Continuous support for staff to understand the basic MTSS/RtI principles and procedures

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,000

During the After School and Saturday Tutorial Program students are: provided the opportunity to meet proficient and distinguished performance levels because teachers are familiar with the student's individual strengths and areas needing improvement provided with an effective means of improving achievement by targeting the individual needs provided with effective instructional strategies that: increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs based on the student's data.

### **Strategy Purpose(s)**

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

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

Data is collected weekly, monthly, and quarterly. Teachers review the data with their Curriculum Leaders and Administrators in an effort to identify the student's individual needs, the classroom needs, and the school needs as a whole.

Each time the data is collected, the team evaluates the effectiveness of the strategies being used based on the increase or decrease in the data.

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

Principal and Assistant Principal

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Christopher J. Shinn	Principal
Dr. LaShinda S. Moore	Assistant Principal
Krystal Maycock	Counselor
Lizbet Concepcion	Testing Chair/Reading Coach
Rachelle Anderson	Social Studies Chair and EESAC Chair
Cynthia McKinnon-Bodden	SPED Chair
Dan Wilson	Media Specialist

### **How the school-based LLT functions**

- Meet once a month to ensure the infusion of literacy in the curriculum
- Access goals for increasing student achievement in literacy
- Analyze data and implement strategies for targeted instruction
- Provide research-based professional development to teachers

## Major initiatives of the LLT

- Build a learning community that involves all stakeholders
- Develop a school-based literacy action plan
- Develop a writing plan to increase writing across the curriculum
- Create an intervention plan for bubble students

## Every Teacher Contributes to Reading Instruction

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

In an effort to ensure that each teacher is contributing to Reading Improvement, a Reading Benchmark is selected that can be incorporated through all areas and the Reading/ English department presents the benchmark as well as examples of how the benchmark can be incorporated into each subject area.

## 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

- In our magnet academy classes' students are provided with real-life practical knowledge and experience in that field.
- Each academy has at least one instructor that has actual experience in the field that they are teaching.
- Each academy has at least two field trips that are applicable to their field of interest (Law, Homeland Security or Forensics)
- Many of the upper level academy courses have an internship attached to them; this affords our students the opportunity to connect their previous course work to their future career goals
- In each core subject and magnet class the students are required to conduct action research projects with their peers (at school and in the community) to gain a better awareness and understanding of their future career goals.
- Group projects are a staple in Higher Education thus our teachers assign collaborative assignments in order to acclimate our students to this style of learning.

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

- The Student Services department has an "open door policy" to all students that wish to discuss their academics and career goal.
- All 11th & 12th graders meet with the School Counselor individually a minimum of two times per year to discuss and promote academic and career planning.
- 9th & 10th graders meet in a group setting twice a year to discuss and promote academic and career planning.
- Monthly visits from College and military representatives
- Students are offered the opportunity to be dually enrolled at MDC (which puts them closer to their future goals)
- Annual college & career fair.

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

- In addition administering the PSAT in 10th grade we will also plan to administer the PLAN because the majority of our students take the ACT as well. The PLAN will help us to identify early on areas of weakness as it pertains to student success on the ACT.
- In 11th & 12th grade English classes, the curriculum will include SAT & ACT prep. This prep will be



done in hopes that we have a higher percentage of our students qualifying for the FL Academic Scholars: Bright Futures Scholarship.

- To increase the number of graduates that would've taken at least one Dual enrollment course we offered dual enrollment to qualified students following the 10th grade year.

- We will constantly evaluate and better the curriculum for Math for College readiness class and we will offer English 4 for College Readiness. This strategy will help improve the completion (pass) rate of our graduates who enrolled in a Freshman composition class in 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	79%	75%	Yes	81%
American Indian				
Asian				
Black/African American	77%	71%	Yes	79%
Hispanic	79%	75%	Yes	81%
White	86%	80%	No	87%
English language learners				
Students with disabilities				
Economically disadvantaged	76%	73%	Yes	78%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	29%	33%
Students scoring at or above Achievement Level 4	79	46%	48%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	66	0%	0%

**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	93	88%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	83%	Yes	54%
American Indian				
Asian				
Black/African American	39%	68%	Yes	45%
Hispanic	53%	87%	Yes	58%
White	84%	84%	Yes	85%
English language learners				
Students with disabilities				
Economically disadvantaged	50%	82%	Yes	55%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		77%	79%
Students in lowest 25% making learning gains (EOC)		75%	78%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	66	0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	50%	53%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		8%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	37%	39%
Students scoring at or above Achievement Level 4	60	46%	46%

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

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	39%	40%
Students scoring at or above Achievement Level 4	35	47%	47%

**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)	0		1
Participation in STEM-related experiences provided for students	14	0%	4%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	30	12%	15%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		11%	15%
Students taking one or more advanced placement exams for STEM-related courses	30	12%	15%
CTE-STEM program concentrators	3		3
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	120	34%	39%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	1%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	1%
Students taking CTE industry certification exams	30	12%	14%
Passing rate (%) for students who take CTE industry certification exams		10%	15%
CTE program concentrators	120	34%	39%
CTE teachers holding appropriate industry certifications	0	0%	100%

## 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	8	2%	1%
Students in ninth grade with one or more absences within the first 20 days	3	1%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	43	13%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	4%	3%

### Graduation

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

## 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

The Parent Involvement Plan (PIP) will be uploaded to the parent website for 2013-2014

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involvement	300	85%	87%

## Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Exam indicate that 75 % of students achieved a level 3 or above. Our goal for 2013-2014 is 81% of students in grades 9 and 10 will achieve a minimum score of level 3 on the 2014 FCAT Reading 2.0.
- G2.** The results of the 2013 Writing FCAT indicate that 88% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 90%.
- G3.** The results of the 2013 PERT Exam indicate that 62% of students achieved postsecondary readiness in math. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 64%.
- G4.** The results of the 2012 Algebra EOC Test indicate that 53% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 55%.
- G5.** The results of the 2012 Geometry EOC Test indicate that 83% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 85%.
- G6.** The results of the 2013 Biology EOC indicate that 86% of students achieved a level 3 or above. Our goal for 2013-2014 is to increase the number of students achieving level 3 or above by 2 percentage points to 88%.
- G7.** The results of the 2013 STEM data indicates that 0% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 2%.
- G8.** The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point.
- G9.** The results of 2013 NALS certification exam indicates that 2 of 36 students achieved a passing score. Our goal for 2013-2014 is to increase the number of students achieving a passing score by 2 percentage points to 6 students.
- G10.** The results of the baseline test indicate that 100% of students are non-proficient. Our goal for 2013-2014 is to increase proficiency to 70%.
- G11.** Department Goal Template: The results of the Baseline Test indicate that 100% of students achieved non-proficiency on the US History EOC. Our goal for 2013-2014 is to increase the number of students achieving proficiency to 70%.

- G12.** The results of the 2013 Graduating class indicate that 98% of students achieved on time graduation. Our goal for 2013-2014 is to increase the number of students graduating on-time by 2 percentage points to 100%.

## Goals Detail

**G1.** The results of the 2013 FCAT 2.0 Exam indicate that 75 % of students achieved a level 3 or above. Our goal for 2013-2014 is 81% of students in grades 9 and 10 will achieve a minimum score of level 3 on the 2014 FCAT Reading 2.0.

### Targets Supported

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

### Resources Available to Support the Goal

- \$5,000 will be used for tutoring.

### Targeted Barriers to Achieving the Goal

- Lack of student motivation, lack of parental reinforcement, students not completing required assignments, limited computer/Internet access for students, students cheating, inconsistent attendance, tardiness, and lack of common planning for teachers.

## Plan to Monitor Progress Toward the Goal

Plan relevant and engaging lessons; engage parents via Parent Portal, online grade book notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via grade book notes, so that each teacher is aware of student infractions outside of his/her own classroom. Tutoring will be provided.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: FCAT 2.0

**G2.** The results of the 2013 Writing FCAT indicate that 88% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 90%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Language Arts textbooks, Classzone.com, Reading Plus 4.0, Reading Intervention sessions, Townsend Press online program, and English Grammar 101 online program.

### Targeted Barriers to Achieving the Goal

- Lack of student motivation, lack of parental reinforcement, students not completing required assignments, limited computer/Internet access for students, students cheating, inconsistent attendance, tardiness, and lack of common planning for teachers.



## Plan to Monitor Progress Toward the Goal

### Student Progress

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

2014 FCAT Reading 2.0 and Interim Assessments

**G3.** The results of the 2013 PERT Exam indicate that 62% of students achieved postsecondary readiness in math. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 64%.

#### Targets Supported

- Math (High School Postsecondary Readiness)
- Science - Biology 1 EOC

#### Resources Available to Support the Goal

- \$5,000 will be used for tutoring.

#### Targeted Barriers to Achieving the Goal

- Students do not have the tools necessary to make a pass score on the College Entrance Exam.

## Plan to Monitor Progress Toward the Goal

College Access Partnership allows for open dialogue among partners and stakeholders to: leverage and coordinate resources, collect and use data as a means to assess strengths and bridge gaps, and support long-term change and sustainability for college access and success. Partners include: AVID (Advancement Via Individual Determination), Citi Post-Secondary Success Program (CPSP), College Summit, Catalyst Miami, Connectedu, FAFSA Completion Project, Gates/National Student Clearinghouse, Women of Tomorrow Mentor & Scholarship Program, Inc., and Post-Secondary Institutions. Tutoring opportunities will be provided.

#### Person or Persons Responsible

Student Services and Administrative Team

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

An increased number of students achieving College Readiness on the College Entrance Exam

**G4.** The results of the 2012 Algebra EOC Test indicate that 53% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 55%.

**Targets Supported**

- Math ()
- Algebra 1 EOC

**Resources Available to Support the Goal**

- \$5,000 will be used for tutoring.

**Targeted Barriers to Achieving the Goal**

- Students are unable apply the laws of exponents to simplify monomial expressions with integral exponents.

**Plan to Monitor Progress Toward the Goal**

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. Divide polynomials by monomials. Tutoring will be made available.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: Algebra EOC

**G5.** The results of the 2012 Geometry EOC Test indicate that 83% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 85%.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- \$5,000 for tutoring

**Targeted Barriers to Achieving the Goal**

- The students fail to read and understand required materials and textbooks.

### Plan to Monitor Progress Toward the Goal

Parents will monitor the course syllabus and required reading related to the lesson prior to class in order to assist students outside of the classroom. Tutoring opportunities will also be made available.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: Biology EOC

**G6.** The results of the 2013 Biology EOC indicate that 86% of students achieved a level 3 or above. Our goal for 2013-2014 is to increase the number of students achieving level 3 or above by 2 percentage points to 88%.

**Targets Supported**

- Science
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- \$5,000 for tutoring

**Targeted Barriers to Achieving the Goal**

- The students have difficulty with reading comprehension.

### Plan to Monitor Progress Toward the Goal

Bell Ringers will be used to reinforce reading comprehension skills necessary for mastery. Tutoring opportunities will also be available for students after school.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: Biology EOC

**G7.** The results of the 2013 STEM data indicates that 0% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 2%.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- There is a lack of student interest.

**Plan to Monitor Progress Toward the Goal**

Course selection will be added to accommodate student interest

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

An increase in the number of students achieving proficiency in a STEM related course.

**G8.** The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- Transportation, illness, & home location make attendance difficult.

**Plan to Monitor Progress Toward the Goal**

Students who attend daily will be rewarded.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

An increase of the number of students attending school daily.

**G9.** The results of 2013 NALS certification exam indicates that 2 of 36 students achieved a passing score. Our goal for 2013-2014 is to increase the number of students achieving a passing score by 2 percentage points to 6 students.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students enrolling in CTE courses are limited to the number of accredited certifications offered at the school.

**Plan to Monitor Progress Toward the Goal**

CTE will be incorporated in all academies. Biotechnology in Forensic Academy, NALS in Homeland Security, and NALS in Legal Academy will be offered.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

An increase in the number of students taking a CTE course

**G10.** The results of the baseline test indicate that 100% of students are non-proficient. Our goal for 2013-2014 is to increase proficiency to 70%.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- \$5,000 provided by Title I
- 

**Targeted Barriers to Achieving the Goal**

- Students are having difficulty with reading comprehension.

### Plan to Monitor Progress Toward the Goal

A variety of texts will be introduced for supplemental reading such as: DBQ's, Bell ringers and Cloze reading activities. Students will also have tutoring opportunities.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: FCAT 2.0

**G11.** Department Goal Template: The results of the Baseline Test indicate that 100% of students achieved non-proficiency on the US History EOC. Our goal for 2013-2014 is to increase the number of students achieving proficiency to 70%.

**Targets Supported**

- Social Studies
- U.S. History EOC
- Civics EOC

**Resources Available to Support the Goal**

- Baseline Test - 100% of students scored non-proficiency on test. Many students do poorly with reading comprehension and a fast paced course guide.

**Targeted Barriers to Achieving the Goal**

- Scoring in middle third on Baseline Test: Reading Comprehension
- Scoring in upper third in Baseline Test Fast Pacing Guides

### Plan to Monitor Progress Toward the Goal

Follow the Florida continuous improvement model using the data from the interim assessments

**Person or Persons Responsible**

Instructional staff and administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: completing benchmark as delineated in the IFC and pacing guide and interim assessments

**G12.** The results of the 2013 Graduating class indicate that 98% of students achieved on time graduation. Our goal for 2013-2014 is to increase the number of students graduating on-time by 2 percentage points to 100%.

**Targets Supported**

- EWS
- EWS - Graduation

**Resources Available to Support the Goal**

- \$10,000 the district provides in metro-rail passes to students living more than 2 miles from metro-rail station.
- 

**Targeted Barriers to Achieving the Goal**

- Most students live far away from the school, so transportation is an issue.

**Plan to Monitor Progress Toward the Goal**

Students will be encouraged to use public transportation.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

An increase of the number of students graduating from school

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT 2.0 Exam indicate that 75 % of students achieved a level 3 or above. Our goal for 2013-2014 is 81% of students in grades 9 and 10 will achieve a minimum score of level 3 on the 2014 FCAT Reading 2.0.

**G1.B1** Lack of student motivation, lack of parental reinforcement, students not completing required assignments, limited computer/Internet access for students, students cheating, inconsistent attendance, tardiness, and lack of common planning for teachers.

**G1.B1.S1** Plan relevant and engaging lessons; engage parents via Parent Portal, online grade book notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via grade book notes, so that each teacher is aware of student infractions outside of his/her own classroom.

### **Action Step 1**

Plan relevant and engaging lessons; engage parents via Parent Portal, online grade book notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via grade book notes, so that each teacher is aware of student infractions outside of his/her own classroom.

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

Instructional Staff and Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: FCAT 2.0



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

Plan relevant and engaging lessons; engage parents via Parent Portal, online grade book notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via grade book notes, so that each teacher is aware of student infractions outside of his/her own classroom.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: FCAT 2.0

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

Plan relevant and engaging lessons; engage parents via Parent Portal, online grade book notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via grade book notes, so that each teacher is aware of student infractions outside of his/her own classroom.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Plan relevant and engaging lessons; engage parents via Parent Portal, online grade book notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via grade book notes, so that each teacher is aware of student infractions outside of his/her own classroom.

**G2.** The results of the 2013 Writing FCAT indicate that 88% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 90%.

**G2.B1** Lack of student motivation, lack of parental reinforcement, students not completing required assignments, limited computer/Internet access for students, students cheating, inconsistent attendance, tardiness, and lack of common planning for teachers.

**G2.B1.S1** Plan relevant and engaging lessons; engage parents via Parent Portal, online gradebook notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via gradebook notes, so that each teacher is aware of student infractions outside of his/her own classroom.

**Action Step 1**

Gradebook training

**Person or Persons Responsible**

Gradebook Coordinator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Gradebook notes

**Facilitator:**

**Participants:**

## **Action Step 2**

Grade-book Training

### **Person or Persons Responsible**

Gradebook Coordinator

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Notes posted on student records in the gradebook.

### **Facilitator:**

Gradebook Coordinator

### **Participants:**

All faculty members

## **Action Step 3**

ELA Common Core Training

### **Person or Persons Responsible**

ELA teachers

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

MDCPS Master Plan Point Transcript

### **Facilitator:**

MDCPS District Personnel

### **Participants:**

ELA teachers

**Action Step 4**

Open House

**Person or Persons Responsible**

Parents, Faculty, and Staff

**Target Dates or Schedule**

September 11, 2013

**Evidence of Completion**

Parent Sign-In Rosters

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

Student progress

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

2014 FCAT 2.0 Reading results

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

Student Achievement

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Progress via Interim Assessments and 2014 FCAT Reading 2.0

**G3.** The results of the 2013 PERT Exam indicate that 62% of students achieved postsecondary readiness in math. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 64%.

**G3.B1** Students do not have the tools necessary to make a pass score on the College Entrance Exam.

**G3.B1.S1** Tools for Success: Preparing Students for High School and Beyond – Teacher Edition is a ninth grade orientation course consisting of lesson plans and activities that has been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences. An inquiry question is included in each lesson to stimulate student thinking and to serve as a writing prompt in preparation for the lesson. National Standards for Freshman Transition (NSFT), The Sunshine State Standards (SSS), Competency-Based Curriculum (CBC), the Florida Comprehensive Assessment Test (FCAT) benchmarks, and the Student Development Framework Standards and Benchmarks are infused throughout six (6) main goals.

### **Action Step 1**

Tools for Success: Preparing Students for High School and Beyond – Teacher Edition is a ninth grade orientation course consisting of lesson plans and activities that has been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences. An inquiry question is included in each lesson to stimulate student thinking and to serve as a writing prompt in preparation for the lesson. National Standards for Freshman Transition (NSFT), The Sunshine State Standards (SSS), Competency-Based Curriculum (CBC), the Florida Comprehensive Assessment Test (FCAT) benchmarks, and the Student Development Framework Standards and Benchmarks are infused throughout six (6) main goals.

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

Instructional Staff

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

Ongoing

#### **Evidence of Completion**

An increased in the number of students meeting College Readiness on the College Entrance Exam.

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

Tools for Success: Preparing Students for High School and Beyond – Teacher Edition is a ninth grade orientation course consisting of lesson plans and activities that has been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences. An inquiry question is included in each lesson to stimulate student thinking and to serve as a writing prompt in preparation for the lesson. National Standards for Freshman Transition (NSFT), The Sunshine State Standards (SSS), Competency-Based Curriculum (CBC), the Florida Comprehensive Assessment Test (FCAT) benchmarks, and the Student Development Framework Standards and Benchmarks are infused throughout six (6) main goals.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increased number of students achieving College Readiness on the College Entrance Exam

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

Tools for Success: Preparing Students for High School and Beyond – Teacher Edition is a ninth grade orientation course consisting of lesson plans and activities that has been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences. An inquiry question is included in each lesson to stimulate student thinking and to serve as a writing prompt in preparation for the lesson. National Standards for Freshman Transition (NSFT), The Sunshine State Standards (SSS), Competency-Based Curriculum (CBC), the Florida Comprehensive Assessment Test (FCAT) benchmarks, and the Student Development Framework Standards and Benchmarks are infused throughout six (6) main goals.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increased number of students achieving College Readiness on the College Entrance Exam

**G4.** The results of the 2012 Algebra EOC Test indicate that 53% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 55%.

**G4.B1** Students are unable apply the laws of exponents to simplify monomial expressions with integral exponents.

**G4.B1.S1** Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. Divide polynomials by monomials.

### **Action Step 1**

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. Divide polynomials by monomials.

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

Instructional Staff

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

Ongoing

#### **Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: Algebra EOC

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

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. Divide polynomials by monomials.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: Algebra EOC

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

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. Divide polynomials by monomials.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: Algebra EOC

**G5.** The results of the 2012 Geometry EOC Test indicate that 83% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving by 2 percentage points to 85%.

**G5.B1** The students fail to read and understand required materials and textbooks.

**G5.B1.S1** Parents will monitor the course syllabus and required reading related to the lesson prior to class in order to assist students outside of the classroom.

#### Action Step 1

Parents will monitor the course syllabus and required reading related to the lesson prior to class in order to assist students outside of the classroom.

#### Person or Persons Responsible

Parents, Instructional Staff, and Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: Biology EOC



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

Parents will monitor the course syllabus and required reading related to the lesson prior to class in order to assist students outside of the classroom.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: Biology EOC

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

Parents will monitor the course syllabus and required reading related to the lesson prior to class in order to assist students outside of the classroom.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: Biology EOC

**G6.** The results of the 2013 Biology EOC indicate that 86% of students achieved a level 3 or above. Our goal for 2013-2014 is to increase the number of students achieving level 3 or above by 2 percentage points to 88%.

**G6.B1** The students have difficulty with reading comprehension.

**G6.B1.S1** Bell Ringers will be used to reinforce reading comprehension skills necessary for mastery.

**Action Step 1**

Bell Ringers will be used to reinforce reading comprehension skills necessary for mastery.

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: Biology EOC

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

Bell Ringers will be used to reinforce reading comprehension skills necessary for mastery.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: Biology EOC

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

Bell Ringers will be used to reinforce reading comprehension skills necessary for mastery.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: Biology EOC

**G7.** The results of the 2013 STEM data indicates that 0% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 2%.

**G7.B1** There is a lack of student interest.

**G7.B1.S1** Course selection will be added to accommodate student interest.

#### Action Step 1

Course selection will be added to accommodate student interest.

#### Person or Persons Responsible

Student Services Department and Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increase in the number of students achieving proficiency in a STEM related course.

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

Course selection will be added to accommodate student interest.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increase in the number of students achieving proficiency in a STEM related course.

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

Course selection will be added to accommodate student interest

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increase in the number of students achieving proficiency in a STEM related course.

**G8.** The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point.

**G8.B1** Transportation, illness, & home location make attendance difficult.

**G8.B1.S1** Students who attend daily will be rewarded.

#### Action Step 1

Students who attend daily will be rewarded.

#### Person or Persons Responsible

Instructional Staff and Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increase of the number of students attending school daily.

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

Students who attend daily will be rewarded.

#### Person or Persons Responsible

Instructional Staff and Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

An increase of the number of students attending school daily.

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

Students who attend daily will be rewarded.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

An increase of the number of students attending school daily.

**G9.** The results of 2013 NALS certification exam indicates that 2 of 36 students achieved a passing score. Our goal for 2013-2014 is to increase the number of students achieving a passing score by 2 percentage points to 6 students.

**G9.B1** Students enrolling in CTE courses are limited to the number of accredited certifications offered at the school.

**G9.B1.S1** CTE will be incorporated in all academies. Biotechnology in Forensic Academy, NALS in Homeland Security, and NALS in Legal Academy will be offered.

### Action Step 1

CTE will be incorporated in all academies. Biotechnology in Forensic Academy, NALS in Homeland Security, and NALS in Legal Academy will be offered.

### Person or Persons Responsible

Academy Leaders and Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

An increase in the number of students taking a CTE course.

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

CTE will be incorporated in all academies. Biotechnology in Forensic Academy, NALS in Homeland Security, and NALS in Legal Academy will be offered.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

An increase in the number of students taking a CTE course

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

CTE will be incorporated in all academies. Biotechnology in Forensic Academy, NALS in Homeland Security, and NALS in Legal Academy will be offered.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

An increase in students taking a CTE class.

**G10.** The results of the baseline test indicate that 100% of students are non-proficient. Our goal for 2013-2014 is to increase proficiency to 70%.

**G10.B1** Students are having difficulty with reading comprehension.

**G10.B1.S1** A variety of texts will be introduced for supplemental reading such as: DBQ's, Bell ringers and Cloze reading activities.

**Action Step 1**

A variety of texts will be introduced for supplemental reading such as: DBQ's, Bell ringers and Cloze reading activities.

**Person or Persons Responsible**

Social Studies Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: FCAT 2.0

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

A variety of texts will be introduced for supplemental reading such as: DBQ's, Bell ringers and Cloze reading activities.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments Summative: FCAT 2.0

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

A variety of texts will be introduced for supplemental reading such as: DBQ's, Bell ringers and Cloze reading activities.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Completing benchmark as delineated in the IFC and Pacing Guide and Interim Assessments  
Summative: FCAT 2.0

**G11.** Department Goal Template: The results of the Baseline Test indicate that 100% of students achieved non-proficiency on the US History EOC. Our goal for 2013-2014 is to increase the number of students achieving proficiency to 70%.

## G11.B1 Scoring in middle third on Baseline Test: Reading Comprehension

**G11.B1.S1** Introduce a variety of supplemental reading material, including DBQ's, Bellringers and Cloze Reading Activities to facilitate a better understanding of material. Bellringers would be used in the beginning of class to get the students focused and ready to engage in class instruction. Cloze reading activities allow the student to grasp material in text and define unfamiliar words.

### Action Step 1

Information found in the Appendix

### Person or Persons Responsible

Jennifer Brown Luca Zini, Marco Siervo

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: completing benchmark as delineated in the IFC and pacing guide and interim assessments



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

Information found in the appendix

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: completing benchmark as delineated in the IFC and pacing guide and interim assessments

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

Information found in the appendix

#### Person or Persons Responsible

Instructional staff and administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: completing benchmark as delineated in the IFC and pacing guide and interim assessments

### G11.B2 Scoring in upper third in Baseline Test Fast Pacing Guides

**G11.B2.S1** Slow down the pace of class instruction, and add/use more visual aids that have been shown to assist the visual learner. Also, students will be introduced to Edmodo (Educational Facebook software) for Home learning use and thru Edmodo will be instructed to log in and watch a variety of videos, assignments and other Home Learning student work uploaded to the Instructor's web page on Edmodo.

#### Action Step 1

##### Person or Persons Responsible

##### Target Dates or Schedule

##### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G11.B2.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G12.** The results of the 2013 Graduating class indicate that 98% of students achieved on time graduation. Our goal for 2013-2014 is to increase the number of students graduating on-time by 2 percentage points to 100%.

**G12.B1** Most students live far away from the school, so transportation is an issue.

**G12.B1.S1** Students will be encouraged to use public transportation.

### **Action Step 1**

Students will be encouraged to use public transportation.

**Person or Persons Responsible**

Instructional Staff and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

An increased number of students graduation from school.

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

Students will be encouraged to use public transportation.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

An increase of students graduating from school.

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

Students will be encouraged to use public transportation.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

An increase in the number of students graduating from school.

## 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 and Saturday Academy). 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 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 Leaders 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 school administration and the school's counselor, 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; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

## 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.*

**G2.** The results of the 2013 Writing FCAT indicate that 88% of students achieved proficiency. Our goal for 2013-2014 is to increase the number of students achieving proficiency by 2 percentage points to 90%.

**G2.B1** Lack of student motivation, lack of parental reinforcement, students not completing required assignments, limited computer/Internet access for students, students cheating, inconsistent attendance, tardiness, and lack of common planning for teachers.

**G2.B1.S1** Plan relevant and engaging lessons; engage parents via Parent Portal, online gradebook notes, E-mail and telephone; provide students with computer lab access after school hours; Increase communication among teachers, via gradebook notes, so that each teacher is aware of student infractions outside of his/her own classroom.

### **PD Opportunity 1**

Gradebook training

#### **Facilitator**

#### **Participants**

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

Ongoing

#### **Evidence of Completion**

Gradebook notes

## **PD Opportunity 2**

Grade-book Training

### **Facilitator**

Gradebook Coordinator

### **Participants**

All faculty members

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Notes posted on student records in the gradebook.

## **PD Opportunity 3**

ELA Common Core Training

### **Facilitator**

MDCPS District Personnel

### **Participants**

ELA teachers

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

MDCPS Master Plan Point Transcript

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

**G8.** The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point.

**G8.B1** Transportation, illness, & home location make attendance difficult.

**G8.B1.S1** Students who attend daily will be rewarded.

#### **Action Step 1**

Students who attend daily will be rewarded.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**