

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy High School Of International Studies

795 NW 32ND ST

Miami, FL 33127

305-634-0445

<http://www.materacademyis.com/>

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
92%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
96%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11

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

Mater Academy High Of International Studies

Principal

Ileana Melian/ Roberto Blanch (Board Chair)

School Advisory Council chair

Elizabeth Sauri

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

Name	Title
Olga Camarena	Assistant Principal
Christopher Plantada	Assistant Principal
Tannia Rodriguez	Reading Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1, Assistant Principal – 2, teachers – 5, Alternate Teachers – 2, Parents – 5, Alternate Parent – 1, Educational Support – 1, Student – 1, Alternate Student – 1, Business/Community Representative - 2

Involvement of the SAC in the development of the SIP

The SAC is an integral part of the development of the School Improvement Plan. Throughout the school year, data is reviewed and adjustments are made if necessary which are discussed and approved at the SAC meetings. Input is received from stakeholders of the SAC for any changes in the School Improvement Plan for the following school year.

Activities of the SAC for the upcoming school year

- Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis
- Discuss school-wide decisions and projects
- Develop strategies to address school-wide needs and areas of improvement.

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

SAC funds will be used to purchase Connect Ed program \$1000.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators**# of administrators**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Ileana Melian/ Roberto Blanch (Board Chair)**

Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

BS - Childhood Education (PreK-6) from Florida International University
MS - Elementary Education, Certification in Educational Leadership K-12 from Nova Southeastern University.

Performance Record

2013- No Data Available: Principal at Mater Mount Sinai
2012- No Data Available: Administrator was the SES Director
2011- No Data Available: Administrator was the SES Director
2010- No Data Available: Administrator was the SES Director
2009- No Data Available: Administrator was the SES Director

Olga Camarena

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

BS - Elementary Education (K-6) from Florida International University; MS - in Special Programs Administration from Nova Southeastern University; Certified in Educational Leadership from Nova Southeastern University.

Performance Record

2013: MAIS Assistant Principal
 School Grade: A
 Rdg. Proficiency: 73%
 Math Proficiency: 64%
 Rdg. Lrg. Gains: 85points
 Math Lrg. Gains: 74 points
 Rdg. Imp. of Lowest 25%: 98 points
 Math Imp. of Lowest 25%: 52 points
 Rdg. AMO: 54
 Math AMO: 61
 2012: Mater Gardens Assistant Principal
 School grade: A
 AYP: NO
 High standards reading: 75%
 High standards math: 76%
 Learning gains reading: 66%
 Learning gains math: 75%
 Gains- reading- lowest 25%: 59%
 Gains- math- lowest 25%: 65%
 2011: Mater Gardens Assistant Principal
 School grade: A
 AYP: NO
 High standards reading: 81%
 High standards math: 87%
 Learning gains reading: 70%
 Learning gains math: 74%
 Gains- reading- lowest: 63%
 Gains- math- lowest: 85%
 2010: Mater Gardens Assistant Principal
 School grade: A
 AYP: NO
 High standards reading: 84%
 High standards math: 86%
 Learning gains reading: 76%
 Learning gains math: 80%
 Gains- reading- lowest: 57%
 Gains- math- lowest: 63%
 2009: Gibson Principal
 No Data- Not enough students

Christopher Plantada

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

B.A. Psychology, Loyola University New Orleans;
 M.S. Educational Leadership, Nova Southeastern University;
 Certification in Educational Leadership K-12

Performance Record

2013 : Somerset Academy Silver Palms
 School Grade: A
 Rdg. Proficiency: 65%
 Math Proficiency: 77%
 Rdg. Lrg. Gains: 65 points
 Math Lrg. Gains: 82 points
 Rdg. Imp. of Lowest 25%: 77 points
 Math Imp. of Lowest 25%: 81 points
 Rdg. AMO: Yes
 Math AMO: Yes
 2012: Somerset Academy Silver Palms
 School Grade A
 AYP: N
 High Standards Reading 62
 High Standards Math 55
 Learning Gains - Reading 73
 Learning Gains – Math 74
 Gains – Reading – 25% 73
 Gains – Math – 25% 83
 2011: Somerset Academy Silver Palms
 School Grade: B
 AYP: N
 High Standards Reading: 76
 High Standards Math: 62
 Learning Gains - Reading: 65
 Learning Gains – Math: 56
 Gains – Reading – 25%: 65
 Gains – Math – 25%: 56
 2010: Somerset Academy Silver Palms
 School Grade: A
 AYP: N
 High Standards Reading: 73
 High Standards Math: 69
 Learning Gains - Reading: 70
 Learning Gains – Math: 67
 Gains – Reading – 25%: 69
 Gains – Math – 25%: 65
 2009: Somerset Academy Silver Palms
 School Grade: A
 AYP: N
 High Standards Reading: 71
 High Standards Math: 71
 Learning Gains - Reading: 77
 Learning Gains – Math: 76

Gains – Reading – 25%: 75

Gains – Math – 25%: 77

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Tannia Rodriguez**

Full-time / School-based

Years as Coach: 3

Years at Current School: 5

Areas

Reading/Literacy

Credentials

B.S. - Elementary Education (K-6) Florida International University
 M.A. Reading K-12
 Barry University

Performance Record

2013 – School Grade: A
 Rdg. Proficiency, 73%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 85points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 98 points
 Math Imp. of Lowest 25%-
 52 points
 Rdg. AMO – 54
 Math AMO – 61

Classroom Teachers**# of classroom teachers**

1

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

1, 100%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

1, 100%

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

1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs
5. Involve teachers in decision making process through Leadership teams.

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

Based on student data, classroom walk-through observations the administration team will identify classroom teachers who are successfully implementing the essential elements of reading, math, Science and social studies. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to

observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Mentor: Tamara Millo Mentee: Yahaira Mendoza

Rational for Pairing: New teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

Mentor: Tamara Millo Mentee: Ismael Gonzalez

Rational for Pairing: Beginning teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

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 monthly to:

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

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Principal – Ileana Melian

Assistant Principal – Olga Camarena

Assistant Principal – Christopher Plantada

SPED Program Specialist – Cristina Carmona

Reading Coach – Tannia Rodriguez

Principal: Provides a common vision for the use of data-based decision making and ensures that the school based team is implementing the Rtl, ensures adequate professional development to support implementation.

Assistant Principal: Conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, communicates with parents regarding school –based Rtl plans and activities.

Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of MTSS Rtl.

Reading Coach: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 Interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

SPED Program Specialist: Provides assistance to general education teachers to implement accommodations and strategies for children with exceptional needs or “at-risk”. Consults monthly with teachers, administrators, and students.

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

The school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS Rtl Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This on-going process

involves the active participation of each MTSS RTI team member and other schools stakeholders.

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

1. Adjust the delivery of curriculum and instruction to meet the specific needs of students
2. Adjust the delivery of behavior management system
3. Adjust the allocation of school based resources
4. Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions.

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

School data will be used to guide the MTSS Rtl and instructional decision-making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. The following Academic monitoring and management systems will be used throughout the year.

Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for progress monitoring students throughout the year as well. iReady utilization and detailed Progress Reports, FCAT data is provided by the state and widely used to steer instructional decisions school wide. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Mathematics: The Baseline Assessment data and District Interim Assessment data is managed through Edusoft. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Science: Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis.

Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and discussed at grade level meetings with the Reading Coach and Administration.

Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Writing: The writing process and student growth are monitored by the classroom teacher on a weekly basis through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed. Monthly Writing Prompts are administered and the data collected is used to make instructional adjustments. The FCAT writing data provided by the state for students in 8th grade is widely used to steer instructional decisions.

Behavior: Student behavior is managed at the classroom level through the teacher established behavior management system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- iReady Utilization and Progress Reports
- 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 MTSS RtI team will evaluate the staff's professional development needs and work in conjunction with the Administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, training on how to systematically monitor progress, graph and use data will be provided by the Reading Coach and ESE Program Specialist to assist teachers in prescribing the right intensity of intervention at the classroom level.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for support, MTSS/RTI decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 2,100

The Mater Academy Middle of International Studies Tutoring Program meets twice a week for 60 minutes. The program targets the lowest 25th percentile students in grade 9 and runs for 28 weeks during the school year.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

Who is responsible for monitoring implementation of this strategy?

Tannia Rodriguez

Strategy: Weekend Program**Minutes added to school year:** 1,200

The Saturday Academy meets once a week on Saturdays for ten weeks. Students receive focused FCAT strategy lessons in the areas of Reading, Math, and Biology

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

Who is responsible for monitoring implementation of this strategy?

Tannia Rodriguez

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

Name	Title
Ileana Melian	Principal
Olga Camarena	Assistant Principal
Christopher Plantada	Assistant Principal
Tannia Rodriguez	Reading Coach

Name	Title
Tamara Millo	General Ed. Teacher
Miriam Eguigire	Media Specialist

How the school-based LLT functions

Principal: Selection of team members within the LLT; ensuring members are highly qualified. Reinforces the positive and convincing students, parents and teachers that all children can learn and improve academically. Promote the school's common vision in promoting literacy development.

Assistant Principals: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Reading Instructional Leader: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Grade Level Chairperson: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Media Specialist: Assists in promoting literacy, exposing children to different genres and literary strategies. She works with the Literacy Leadership Team in working with students on reading software.

The LLT team will meet monthly to:

1. Gather and analyze data at all Tiers to determine areas of focus in order to provide professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
2. Hold regular team meetings. Use 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. Develop lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text-dependent questions.
4. Develop lessons that provide students with opportunities for research and incorporate writing throughout.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

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

Major initiatives of the LLT

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

In addition, the LLC will promote the continued implementation of Reading initiatives such as Achieve 3000 and Accelerated Reader that are created to motivate students to read as well as to promote literacy throughout the school. In addition this team will:

- Initiate a school-wide instructional focus calendar that incorporates reading strategies and best practices from evidence based research to be taught in every content area.
- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with Accelerated Reader to encourage and motivate students to read independently.
- Implementing reading intervention programs through Voyager and iReady
- Host a Scholastic Book Fair to promote literacy
- Host a school-wide literacy night (Reading Under the Stars)
- Monitor and implement literacy software programs
- Facilitate the use of the media center as a location to indulge in reading activities

Every Teacher Contributes to Reading Instruction

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

In order to ensure that every teacher contributes to reading improvement, the school offers a variety of professional development opportunities. In some cases, the reading coach will train teachers on how to use reading strategies in the content areas, use valuable resources and student software (I.e., Achieve 3000, FCAT Explorer, etc.), and incorporate writing and literacy activities throughout their instruction. The coach will also use the coaching model to make observations, provide feedback and modeling to teachers who need assistance. Monthly data chats will be used as valuable tool in guiding teachers to the areas of weaknesses to tackle within their classrooms.

College and Career Readiness

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

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

The school offers a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation.

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

All of the students at Mater Academy are addressed at a general assembly with regards to the curriculum bulletin and course selection. The students then meet individually with the administration and/or counselor to review their selections and teacher recommendations. Advanced Placement courses are offered in several different subject areas.

Strategies for improving student readiness for the public postsecondary level

Mater Academy High of International Studies School offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels. Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum. The guidance department at Mater Academy High of International Studies conducts meetings with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's course work. Mater Academy High of International Studies School offers dual enrollment courses in conjunction with Miami Dade 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	90%	69%	No	91%
American Indian				
Asian				
Black/African American				
Hispanic	91%	67%	No	92%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	88%	65%	No	90%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	38%	53%
Students scoring at or above Achievement Level 4	10	31%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

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	75%	97%	Yes	78%
American Indian				
Asian				
Black/African American				
Hispanic	76%	96%	Yes	78%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	74%	96%	Yes	77%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		95%	95%
Students in lowest 25% making learning gains (EOC)		95%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	14	70%	70%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		58%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		42%

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

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		51%

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			

High Schools

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

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	3	9%	8%
Students in ninth grade with one or more absences within the first 20 days	0	0%	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	2	10%	9%
Students who receive two or more behavior referrals	2	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	3%	2%

Graduation

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

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

Title 1- Please see PIP

Specific Parental Involvement Targets

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

- G1.** The Reading goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 Reading FCAT 2.0 by 22 percentage points to 91%.
- G2.** The Algebra 1 goal for the 2013-2014 school year is to maintain the number if students scoring proficient at 95%.
- G3.** The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the Algebra I EOC and the Geometry EOC at 95%.
- G4.** The Geometry goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%.
- G5.** The Biology goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 86%.
- G6.** Increase the number of STEM related experiences provided to students as well as increase the number of students participating.
- G7.** Increase the number of students enrolling in Career and Technical Education courses
- G8.** Early Warning System Indicators (absences, failed courses, GPA, behavioral referrals) will decrease in the 2013-2014 school year.
- G9.** Our goal for the 2013-2014 school year is to reduce the number of students dropping out of school from 2% to 1%.

Goals Detail

G1. The Reading goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 Reading FCAT 2.0 by 22 percentage points to 91%.

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Subgroup Hispanic will increase by 25 percentage points to 92%. Language development barriers keep students from achieving standardized tests created for evaluating English speakers.
- Subgroup ED will increase by 25 percentage points to 90%. In order to do so, the school hopes to increase parent involvement and access to technology.
- Students scoring at Achievement Level 3 will increase by 15 percentage points to 53%. The area with lowest performance for these students was reporting category 1, Vocabulary
- Students scoring at or above Achievement Level 4 will increase by 7 percentage points to 38%. The area with lowest performance for these students was reporting category 2, Reading Application.
- Students making learning gains will increase by 3 percentage points to 75%. The area of deficiency as noted on the 2013 administration of FCAT Reading Test was Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.
- Students in the lowest 25% making learning gains will increase by 3 percentage points to 75%. In order to do so, the school hopes to increase parent involvement and access to technology.

Plan to Monitor Progress Toward the Goal

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G2. The Algebra 1 goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 95%.

Targets Supported

- Math (High School)
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 will remain at 25%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 2, Polynomials.
- Students scoring at or above Achievement Level 4 will remain at 70%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 3; rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra 1 assessment

G3. The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the Algebra I EOC and the Geometry EOC at 95%.

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- 75% of students made learning gains on the 2013 EOC assessments. We will maintain or surpass that rate in 2014. The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.
- 75% of students in the lowest 25% made learning gains on the 2013 EOC assessments. We will maintain or surpass that rate in 2014. The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

Plan to Monitor Progress Toward the Goal

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra and Geometry EOC assessments

G4. The Geometry goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%.

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 will remain at 58%. The area of deficiency as noted on the 2013 Geometry EOC was Two Dimensional Geometry. The anticipated barrier to achieving proficiency is the students lack methods of direct and indirect proof to determine whether a proof is logically valid.
- Students scoring at Achievement Level 4 will remain at 42%. The area of deficiency as noted on the 2013 administration of the Geometry EOC is due to lack of project-based activities which promote higher order thinking and problem solving.

Plan to Monitor Progress Toward the Goal

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Geometry EOC assessment

G5. The Biology goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 86%.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students scoring at Level 3 will increase 2 percentage points to 35%. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was Reporting Category: The Practice of Science. Students need frequent exposure in order to foster and develop creative and critical thinking skills
- Students scoring at Level 4 will increase 1 percentage point to 51%. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was Reporting Category: Molecular and Cellular Biology. Students need support in developing inquiry based virtual experimentation.

Plan to Monitor Progress Toward the Goal

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments Summative: 2014 Biology EOC assessment

G6. Increase the number of STEM related experiences provided to students as well as increase the number of students participating.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Teachers are not trained in Science Fair learning instructional frameworks.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: 2014 EOC assessments.

G7. Increase the number of students enrolling in Career and Technical Education courses

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student interest in CTE courses.
- Lack of teachers with the proper certification to teach CTE courses.

Plan to Monitor Progress Toward the Goal

Set up a committee of parents and teachers to help plan CTE Awareness month. Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers, Administration, Parents

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign in sheets, survey results

G8. Early Warning System Indicators (absences, failed courses, GPA, behavioral referrals) will decrease in the 2013-2014 school year.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of available instructional time will decrease from 9% to 8%. The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.
- Grade 9 students absences in the first 20 days
- Students in grade 9 who fail two or more courses or do not move to grade 10 on time will decrease from 10% to 9%.
- Students who receive two or more behavioral referrals will decrease from 6% to 5%. Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. will decrease by 1 percentage point to 2%. Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

The MTSS/RTI team will monitor attendance records, student grades, and behavior referrals and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Attendance Records, Student Grades, Behavior Referrals, Student and parent conferences recorded in ISIS

G9. Our goal for the 2013-2014 school year is to reduce the number of students dropping out of school from 2% to 1%.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students and parents are not aware of new graduation requirements.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, administration will monitor student grades.

Person or Persons Responsible

The MTTS Team, Administrators and Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Grades, Student and parent conferences recorded in ISIS

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The Reading goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 Reading FCAT 2.0 by 22 percentage points to 91%.

G1.B1 Subgroup Hispanic will increase by 25 percentage points to 92%. Language development barriers keep students from achieving standardized tests created for evaluating English speakers.

G1.B1.S1 Cooperative learning activities, Reciprocal teaching, and literary circles. ESOL strategies including modeling and visual aids. Special tutoring sessions for ELLs

Action Step 1

1. Train teachers on strategies if needed; 2. Professional development regularly as needed; 3. Mentoring new teachers; 4. Implementation of the strategies in a daily basis

Person or Persons Responsible

Classroom Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations by Administrators, Tutoring rosters, Interim Assessment results, 2014 FCAT 2.0 Reading results

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B2 Subgroup ED will increase by 25 percentage points to 90%. In order to do so, the school hopes to increase parent involvement and access to technology.

G1.B2.S1 We plan to create activities and literacy parent workshops to involve parents in the learning process. We will provide information about the public libraries where students may use technology. There will be space and time for students that need to use school computers before and after school. In that way students will be able to use reading programs to enhance their reading and language abilities such as Reading Plus and Achieve 3000.

Action Step 1

1. Organize and plan parent workshops, 2. Create informational brochures and handouts, 3. Call parents of targeted students to inform about community & school resources, 4. Allocate space, time, and resources before and after school for students to use technology in the school setting 5. Tutoring programs before and after school

Person or Persons Responsible

Classroom Teachers, Reading Coach, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agendas, handouts and brochures, Power Point presentations, tutoring rosters

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B3 Students scoring at Achievement Level 3 will increase by 15 percentage points to 53%.The area with lowest performance for these students was reporting category 1, Vocabulary

G1.B3.S1 Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will use instructional strategies that include: Reciprocal teaching; Close Reading Opinion proofs; Question-and-answer relationships; Note-taking skills; Summarization skills; Dictionary use Word Detective/Clues Detective(finding evidences to respond to text based questions) Own the word activities(search the word, know it, use it, draw, it) Questioning the author; and Encouraging students to read from a wide variety of texts.

Action Step 1

1.Train teachers on strategies if needed; 2. Professional development regularly as needed; 3. Mentoring new teachers; 4. Implementation of the strategies in a daily basis; 5. Monitoring/Feedback; 6. Analyzing data/assessment results periodically

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations by Administrators, PD sign in sheets and agendas, Interim Assessment results, 2014 FCAT 2.0 Reading results

Facilitator:

Reading Coach

Participants:

School Wide

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B4 Students scoring at or above Achievement Level 4 will increase by 7 percentage points to 38%. The area with lowest performance for these students was reporting category 2, Reading Application.

G1.B4.S1 Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will use instructional strategies which include: Reciprocal teaching; Close Reading Opinion proofs; Question-and-answer relationships; Note-taking skills; Summarization skills; Clues Detective(finding evidences to respond text based questions) Own the word activities(search the word, know it, use it, draw, it) Questioning the author; and Encouraging students to read from a wide variety of texts.

Action Step 1

1. Train teachers on strategies if needed; 2. Professional development regularly as needed; 3. Mentoring new teachers; 4. Implementation of the strategies in a daily basis; 5. Monitoring/Feedback; 6. Analyzing data/assessment results periodically

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations by Administrators, PD sign in sheets and agendas, Interim Assessment results, 2014 FCAT 2.0 Reading results

Action Step 2

1. Train teachers on strategies if needed; 2. Professional development regularly as needed; 3. Mentoring new teachers; 4. Implementation of the strategies in a daily basis; 5. Monitoring/Feedback; 6. Analyzing data/assessment results periodically

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations by Administrators, PD sign in sheets and agendas, Interim Assessment results, 2014 FCAT 2.0 Reading results

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B5 Students making learning gains will increase by 3 percentage points to 75%. The area of deficiency as noted on the 2013 administration of FCAT Reading Test was Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.

G1.B5.S1 Students will create vocabulary maps, personal dictionaries, and build word walls prior to starting new lesson or story. Students will work in small groups to encourage the use of newly learned vocabulary through guided discussions. Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 1

1. Train teachers on strategies if needed; 2. Professional development regularly as needed; 3. Mentoring new teachers; 4. Implementation of the strategies in a daily basis; 5. Monitoring/Feedback; 6. Analyzing data/assessment results periodically

Person or Persons Responsible

Classroom Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations by Administrators, PD sign in sheets and agendas, Interim Assessment results, 2014 FCAT 2.0 Reading results

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B6 Students in the lowest 25% making learning gains will increase by 3 percentage points to 75%. In order to do so, the school hopes to increase parent involvement and access to technology.

G1.B6.S1 We plan to create activities and literacy parent workshops to involve parents in the learning process. We will provide information about the public libraries where students may use technology. There will be space and time for students that need to use school computers before and after school. In that way students will be able to use reading programs to enhance their reading and language abilities such as Reading Plus and Achieve 3000.

Action Step 1

1. Organize and plan parent workshops, 2. Create informational brochures and handouts, 3. Call parents of targeted students to inform about community & school resources, 4. Allocate space, time, and resources before and after school for students to use technology in the school setting 5. Tutoring programs before and after school

Person or Persons Responsible

Classroom Teachers, Reading Coach, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agendas, handouts and brochures, Power Point presentations, tutoring rosters

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G2. The Algebra 1 goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 95%.

G2.B1 Students scoring at Achievement Level 3 will remain at 25%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 2, Polynomials.

G2.B1.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

Action Step 1

Utilize supplemental materials such as Achieve 3000, Carnegie, Mathletics, and the National Library of Virtual Manipulatives to provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra 1 EOC assessment

Plan to Monitor Effectiveness of G2.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra 1 EOC assessment

G2.B2 Students scoring at or above Achievement Level 4 will remain at 70%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 3; rationals, radicals, and quadratics.

G2.B2.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets. Provide students with additional enrichment activities from Carnegie Resource Centre.

Action Step 1

•Students will solve algebraic proportions in real-world and mathematical contexts. •Add, subtract, multiply, and divide radical expressions and simplify the results. •Solve real-world problems using quadratic equations. •Perform set operations, such as union and intersection, complement, and cross product. •Use Venn diagrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra 1 EOC assessment

Plan to Monitor Effectiveness of G2.B2.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra 1 EOC assessment

G3. The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the Algebra I EOC and the Geometry EOC at 95%.

G3.B1 75% of students made learning gains on the 2013 EOC assessments. We will maintain or surpass that rate in 2014. The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.

G3.B1.S1 Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra and Geometry EOC assessments

Plan to Monitor Effectiveness of G3.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra and Geometry EOC assessments

G3.B2 75% of students in the lowest 25% made learning gains on the 2013 EOC assessments. We will maintain or surpass that rate in 2014. The anticipated barrier to achieving proficiency is a lack of higher-order questioning during the mathematics instruction block.

G3.B2.S1 Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

Action Step 1

Utilize supplemental materials such as Achieve 3000, Carnegie, and the National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

Facilitator:

Tannia Rodriguez (School site contact) and TBA (Mathletics Rep)

Participants:

All Math and Intensive Math Teachers

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra and Geometry EOC assessments

Plan to Monitor Effectiveness of G3.B2.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Algebra and Geometry EOC assessments

G4. The Geometry goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%.

G4.B1 Students scoring at Achievement Level 3 will remain at 58%. The area of deficiency as noted on the 2013 Geometry EOC was Two Dimensional Geometry. The anticipated barrier to achieving proficiency is the students lack methods of direct and indirect proof to determine whether a proof is logically valid.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to: 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 formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.

Action Step 1

Utilize curriculum that correlates with the next generation standards, utilize supplemental materials such as Achieve 3000, Carnegie, Mathletics, and the National Library of Virtual Manipulatives, and provide concrete real world examples by infusing literacy into the mathematics instructional block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Geometry EOC assessment

Plan to Monitor Effectiveness of G4.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Geometry EOC assessment

G4.B2 Students scoring at Achievement Level 4 will remain at 42%. The area of deficiency as noted on the 2013 administration of the Geometry EOC is due to lack of project-based activities which promote higher order thinking and problem solving.

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: 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, use formal proofs to prove theorems involving rectangles, squares, parallelograms, rhombi, trapezoids.

Action Step 1

Utilize supplemental materials such as Achieve 3000, Carnegie, and Mathletics to enrich curriculum, utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), after-school math enrichment club, utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Geometry EOC assessment

Plan to Monitor Effectiveness of G4.B2.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Geometry EOC assessment

G5. The Biology goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 86%.

G5.B1 Students scoring at Level 3 will increase 2 percentage points to 35%. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was Reporting Category: The Practice of Science. Students need frequent exposure in order to foster and develop creative and critical thinking skills

G5.B1.S1 Foster creativity and critical thinking in students through cross curricular integration of skills. Students will design and/or evaluate a scientific investigation using evidence of scientific thinking and/or problem solving. Weekly Lab classes will enable students in interpreting and analyzing data and/or defending conclusions.

Action Step 1

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, after-school tutorials, 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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments
Summative: 2014 Biology EOC assessment

Plan to Monitor Effectiveness of G5.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments
Summative: 2014 Biology EOC assessment

G5.B2 Students scoring at Level 4 will increase 1 percentage point to 51%. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was Reporting Category: Molecular and Cellular Biology. Students need support in developing inquiry based virtual experimentation.

G5.B2.S1 Incorporate inquiry based virtual science experiments through the use of Gizmos. Students will identify ways in which a scientific claim is evaluated and explain the development of a theory.

Action Step 1

Ensure that all students have the opportunity to design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes. Ensure the implementation of the College Board recommended AP Science curriculum and the expected hands-on activities/laboratory investigations in the AP science courses throughout the school year. Provide students with opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion. Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: 2014 Geometry EOC assessment

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Increase the number of STEM related experiences provided to students as well as increase the number of students participating.

G6.B1 Teachers are not trained in Science Fair learning instructional frameworks.

G6.B1.S1 Provide students with increased opportunities for authentic hands-on activities that integrate Science, Technology, Engineering, and Mathematics.

Action Step 1

Provide opportunities for students to : • Participate in school and district wide Science fairs • Students go on science based field trips e.g. science museum, Everglades • Visit surrounding schools / invite scientists into the school • Provide students with hands on experiences in STEM related projects • Teachers need to enroll in project based professional development • Training on Gizmos

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: 2014 EOC assessments.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: 2014 EOC assessments.

Plan to Monitor Effectiveness of G6.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: 2014 EOC assessments.

G7. Increase the number of students enrolling in Career and Technical Education courses

G7.B1 Lack of student interest in CTE courses.

G7.B1.S1 Promote CTE awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years.

Action Step 1

•Engage students and parents to participate in CTE Month in Feb. 2014 •Invite professionals in CTE industry to Career Day in May 2014 •Expand Media Center Lab to have more computers for students to take more CTE courses

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, handouts, presentations

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

Set up a committee of parents and teachers to help plan CTE Awareness month. Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers, Administration, Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, survey results

Plan to Monitor Effectiveness of G7.B1.S1

Set up a committee of parents and teachers to help plan CTE Awareness month. Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers, Administration, Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, survey results

G7.B2 Lack of teachers with the proper certification to teach CTE courses.

G7.B2.S1 Provide PD opportunities at school site for teachers.

Action Step 1

Provide PD opportunities at school site for teachers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, Meeting sign in sheets, PD sign in sheets

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

Administration will track teachers with CTE certification.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers' certificates

Plan to Monitor Effectiveness of G7.B2.S1

Administration will track teachers with CTE certification.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers' certificates

G8. Early Warning System Indicators (absences, failed courses, GPA, behavioral referrals) will decrease in the 2013-2014 school year.

G8.B1 Students who miss 10% or more of available instructional time will decrease from 9% to 8%. The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.

G8.B1.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

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

The MTSS/RTI team will monitor student attendance and provide students with counseling as well as encourage parental involvement in this process.

Person or Persons Responsible

The MTSS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G8.B1.S1

The MTSS/RTI team will monitor student attendance and provide students with counseling as well as encourage parental involvement in this process.

Person or Persons Responsible

The MTSS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

G8.B2 Grade 9 students absences in the first 20 days

G8.B2.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Target students in ninth grade with one or more absences within the first 20 days

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

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

Following the FCIM model, administration will monitor student attendance records.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM model, administration will monitor student attendance records.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

G8.B3 Students in grade 9 who fail two or more courses or do not move to grade 10 on time will decrease from 10% to 9%.

G8.B3.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Monitor the number of students in 9th grade who fail two or more courses. •After school tutoring programs will be established to address students' areas of need. Participation in these programs will be closely monitored. •Students will also be enrolled in course recovery classes if needed.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

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

The MTSS/RTI team will monitor student grades and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G8.B3.S1

The MTSS/RTI team will monitor student grades and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

G8.B4 Students who receive two or more behavioral referrals will decrease from 6% to 5%. Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. will decrease by 1 percentage point to 2%. Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G8.B4.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Monitor the number of students in 9th grade with a grade point average less than 2.0.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student GPAs, Student and parent conferences recorded in ISIS

Plan to Monitor Fidelity of Implementation of G8.B4.S1

The MTSS/RTI team will monitor students who receive two or more behavioral referrals and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTSS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student behavior referrals, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G8.B4.S1

The MTSS/RTI team will monitor students who receive two or more behavioral referrals and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTSS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

G9. Our goal for the 2013-2014 school year is to reduce the number of students dropping out of school from 2% to 1%.

G9.B1 Students and parents are not aware of new graduation requirements.

G9.B1.S1 Provide communication and resources to both students and parents so they're aware of all graduation requirements.

Action Step 1

•Hold meeting(s) for parents and students to go over state requirements for graduation •Hold separate conferences for students struggling academically and identified at risk for not graduating and monitor grades at the end of each grading period

Person or Persons Responsible

Teachers, Administration, Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Communication logs, Student Grades, Student and parent conferences recorded in ISIS

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

Following the FCIM model, administration will monitor student grades.

Person or Persons Responsible

The MTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, administration will monitor student grades.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

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 I, Part D

N/A

Title II

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

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

Title III

Services are provided through district for education materials and ELL district support services to improve the education of immigrant and English language Learners.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and

Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B

N/A

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)

N/A

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.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The Reading goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 Reading FCAT 2.0 by 22 percentage points to 91%.

G1.B3 Students scoring at Achievement Level 3 will increase by 15 percentage points to 53%. The area with lowest performance for these students was reporting category 1, Vocabulary

G1.B3.S1 Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will use instructional strategies that include: Reciprocal teaching; Close Reading Opinion proofs; Question-and-answer relationships; Note-taking skills; Summarization skills; Dictionary use Word Detective/Clues Detective (finding evidences to respond to text based questions) Own the word activities (search the word, know it, use it, draw, it) Questioning the author; and Encouraging students to read from a wide variety of texts.

PD Opportunity 1

1. Train teachers on strategies if needed; 2. Professional development regularly as needed; 3. Mentoring new teachers; 4. Implementation of the strategies in a daily basis; 5. Monitoring/Feedback; 6. Analyzing data/assessment results periodically

Facilitator

Reading Coach

Participants

School Wide

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations by Administrators, PD sign in sheets and agendas, Interim Assessment results, 2014 FCAT 2.0 Reading results

G3. The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the Algebra I EOC and the Geometry EOC at 95%.

G3.B2 75% of students in the lowest 25% made learning gains on the 2013 EOC assessments. We will maintain or surpass that rate in 2014. The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

G3.B2.S1 Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

PD Opportunity 1

Utilize supplemental materials such as Achieve 3000, Carnegie, and the National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Facilitator

Tannia Rodriguez (School site contact) and TBA (Mathletics Rep)

Participants

All Math and Intensive Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The Reading goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 Reading FCAT 2.0 by 22 percentage points to 91%.	\$150
Total		\$150

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Internal	\$150	\$150
Total	\$150	\$150

Budget Details

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

G1. The Reading goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 Reading FCAT 2.0 by 22 percentage points to 91%.

G1.B6 Students in the lowest 25% making learning gains will increase by 3 percentage points to 75%. In order to do so, the school hopes to increase parent involvement and access to technology.

G1.B6.S1 We plan to create activities and literacy parent workshops to involve parents in the learning process. We will provide information about the public libraries where students may use technology. There will be space and time for students that need to use school computers before and after school. In that way students will be able to use reading programs to enhance their reading and language abilities such as Reading Plus and Achieve 3000.

Action Step 1

1. Organize and plan parent workshops, 2. Create informational brochures and handouts, 3. Call parents of targeted students to inform about community & school resources, 4. Allocate space, time, and resources before and after school for students to use technology in the school setting 5. Tutoring programs before and after school

Resource Type

Personnel

Resource

Personnel to deliver workshop, brochures

Funding Source

Internal

Amount Needed

\$150