



**Pam Stewart, Commissioner**

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

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**Mavericks High Of South Miami Dade County**

698 N HOMESTEAD BLVD

Homestead, FL 33030

305-909-6307

<http://www.maverickshigh.com/ourschools.asp>

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## School Demographics

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**School Type**

High School

**Title I**

Yes

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

Yes

**Charter School**

Yes

**Minority Rate***[Data Not Available]*


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## School Grades History

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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

### **Appendix 1: Professional Development Plan to Support Goals**

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Mavericks High Of South Miami Dade County

##### Principal

Daniel Walke

##### School Advisory Council chair

Troy Gilde

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

Name	Title
Daniel Walke	Principal
Troy Gilde	Dean of Students
Marcella Phillips	Lead Science teacher
Cynthia Cooper	Lead Reading Teacher
Richard Rigg	Lead Math Teacher
Jacqueline West	ESE Coordinator
Amy Magney	Academic Advisor/Guidance

#### 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

Mavericks High South Miami SAC memberships includes the following members:

Daniel Walke - Principal

Jacqueline West- Chairperson

Teachers: Elizabeth Thompson, Kyle Bailey, Brian Burton, Marcella Phillips, Raymon Kidd (alternate)

Educational Support Employee: Wanda Gilde, Ken Franklin (alternate)

Parents: Joellyn Mejias, Mrs. Del Rio

Students: Stephen Del Rio (Alt: Mauricio Angelone, Sydney Flowers)

Community: Josue Simeon

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

SAC reviewed the previous years SIP plan to determine areas of focus for the up coming school year. Testing data including Interim testing, school based testing using NWEA, FCAT results, and AMO data were delivered to members to develop a focus strategy on areas of main concern for the 2013-2014 school year. The annual budget was reviewed as well as Title 1 budget information that was available to identify funding needs in specific areas.

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

SAC will be actively involved in the academic and parental support of the school this year. The SAC will meet monthly to discuss and decide on updates to the SIP based on continued testing data presented by the school. SAC will also take a more active role with parental involvement including multiple parent nights and phone calls to parents to increase interest in school functions.

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

Use of behavior incentives to improve student behavior. - \$250

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Daniel Walke**

Principal      Years as Administrator: 0      Years at Current School: 0

**Credentials**  
BA Communication Sciences & Disorders  
MS Education Management,  
Prof certification: ESE, PE, Health, Pre K-3  
Ed Leadership cert-pending

**Performance Record**  
  
2012-2013 Mavericks High South Miami 9-12  
Rdg. Proficiency,   9  %  
Math Proficiency,   0  %  
Rdg. Lrg. Gains,   0   points  
Math Lrg. Gains,   0   points  
Rdg. Imp. of Lowest 25% -  
  0   points  
Math Imp. of Lowest 25% -  
  0   points  
Rdg. AMO –   7%    
Math AMO–   0%\$    
  
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**Troy Gilde**

Asst Principal

Years as Administrator: 0

Years at Current School: 4

**Credentials**

BS computer Sci; Integ curr/Math 6-12

**Performance Record**

2012-2013 Mavericks High South Miami 9-12

Rdg. Proficiency,     %Math Proficiency,     %Rdg. Lrg. Gains,      pointsMath Lrg. Gains,      points

Rdg. Imp. of Lowest 25% -

     points

Math Imp. of Lowest 25% -

     pointsRdg. AMO –     %Math AMO–     %

2011-2012 Mavericks High South Miami 9-12

Rdg Prof.     %Math Prof.     %Rdg. Lrg. Gains,      pointsMath Lrg. Gains,      points

Rdg. Imp. of Lowest 25% -

     points

Math Imp. of Lowest 25% -

     pointsRdg. AMO – No   Math AMO–     %

2010-2011 Mavericks High South Miami 9-12

Rdg Prof.     %Math Prof.     %; No   Writing Perf.     %

AYP – No

No School Grade

2009-2010 Mavericks High South Miami 9-12

Rdg Prof.     %; NoMath Prof.     %; No

AYP – No

School Grade - I

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

### Classroom Teachers

#### # of classroom teachers

10

#### # receiving effective rating or higher

0, 0%

#### # Highly Qualified Teachers

100%

#### # certified in-field

10, 100%

#### # ESOL endorsed

4, 40%

#### # reading endorsed

2, 20%

#### # with advanced degrees

8, 80%

#### # National Board Certified

0, 0%

#### # first-year teachers

2, 20%

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

2, 20%

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

6, 60%

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

0, 0%

### Education Paraprofessionals

#### # of paraprofessionals

0

#### # Highly Qualified

0

### Other Instructional Personnel

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

2

## # receiving effective rating or higher

(not entered because basis is < 10)

### Teacher Recruitment and Retention Strategies

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

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

Mavericks High South Miami utilizes multiple national websites to promote teaching opportunities at the school. We offer competitive salaries and a challenging and rewarding work/educational environment. Mavericks' EMO and the school Principal are responsible for the hiring and selection process of effective highly qualified certified in field personnel.

### Teacher Mentoring Program/Plan

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

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

The school's mentoring program is designed to increase the knowledge, abilities, and confidence of first year teachers.

Rationale: Pair experienced content area teacher with new teacher to develop other highly qualified teachers

Plan: Classroom management for at risk students, writing effective lesson plans, and develops/ implements process to move mentee towards professional educator certification.

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

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

Assistant Principal: Provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing MTSS/Rtl; conducts assessment of MTSS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school-based MTSS/Rtl plans and activities. Reading Teacher: 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 needs, 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, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The school-based MTSS/Rtl team will meet twice a month to discuss and focus on student data that has been collected from the school's SIS, enrollment assessments and academic assessments, all of which are available in real time, in the moment. With data available, the team will determine which students are at or above meeting the benchmarks and those who are below or at-risk of not meeting the benchmarks. Determination of professional development, decision making and implementation of best practices and new skills will also result from the work of the MTSS/Rtl school-based team. The MTSS/Rtl Leadership Team will work with the administration, EESAC and Governance Board to develop and implement the School Improvement Plan

(SIP) in the development of instructional strategies designed to improve student achievement in reading, mathematics, science, social studies and writing. The school will work with other schools to identify student's past performance and academic deficiencies by meeting with them through MTSS/Rtl meetings, held monthly. Communication will also take place through telephone interview with the home school of the students.

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

The Administration (Daniel Walke - principal, Troy Gilde - Dean of Students/AP) are responsible for managing the MTSS and SIP.

Lead Teachers (Marcella Phillips, Richard Rigg, Cynthia Cooper) are responsible for the management of class room data and disaggregating data to the team and school as well as identifying students who require more academic support.

ESE (Jacqueline West) is responsible for tracking all ESE and ESOL students identifying academic concerns amongst these student populations, managing data, and disaggregating the data to the team and school.

Academic Advisor (Amy Magney) - responsible for tracking all student progression plans and reporting data to the team.

The MTSS/Rtl Leadership Team will work with the administration, EESAC and Governance Board to develop and implement the SIP through the implementation of instructional strategies designed to impact student achievement. The MTSS/Rtl team will use the continuous improvement model to identify best practices and interventions for addressing the academic deficiencies of our students. Although certain intervention strategies have been identified in the SIP plan for addressing these deficiencies, the MTSS/Rtl process is a continuously changing process, which will evolve as the Leadership Team identifies the needs of our students. The correlation between the MTSS/Rtl process and the SIP plan is brought together through the identification of students needing different levels of intervention, as identified through FAIR data, District Baseline and Interim Assessment data, FCAT and SAT/ ACT data. The MTSS/Rtl Leadership Team, the School Advisory Council (SAC), and the Principal will meet to develop the SIP. The MTSS/Rtl Leadership Team will provide data on: Tier 1, 2 and 3 targets; academic and social/emotional areas that needed to be addressed. The MTSS/Rtl Leadership Team also set clear expectations for instruction.

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

The team uses all State, District, and school based data collected to monitor fidelity. The team conducts classroom walk-throughs weekly to ensure a high level of academic integrity and fidelity. The MTSS/Rtl team will use the continuous improvement model to monitor best practices and interventions for addressing the academic deficiencies of our students.

### **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**

The team utilizes state (FCAT, EOC,FAIR), district (Interim testing), and school based data (NWEA, class work) to analyze the effectiveness of the academic performance of the school.

Academics: Baseline and quarterly data for reading and mathematics from NWEA; District Baseline and Interim Assessments for reading, mathematics and science through Edusoft program; CELLA testing for all ELL students; FCAT scores from 2011-2012; FAIR Assessment data (both baseline and interim); use of the state PMP; DORA/DOMA Assessment data; PERT

Behavior: Student case management system; Detention tracking system; Suspension/Expulsions, Attendance records, In- house student climate survey

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

Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

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:** Extended Day for All Students

**Minutes added to school year:** 160

We maintain an open door policy that allows students the flexibility to come to extra sessions, daily. During said times students participate in ACT Prep, FCAT Reading Prep., and EOC Prep

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected by testing chairperson through Pearson and FLDOE, and based on areas of weakness on Benchmarks students are assigned for the extra sessions. We look at passing rates and learning gains to determine effectiveness of program.

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

Dean of Students, Direct Instruction teachers, Classroom Teachers, Academic Advisor

**Literacy Leadership Team (LLT)**

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

Name	Title
Daniel Walke	Principal
Troy Gilde	Dean of Students/AP
Cynthia Cooper	Reading Lead Teacher
Richard Rigg	Math Lead Teacher
Amy Magney	Academic Advisor/Guidance

**How the school-based LLT functions**

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross-section of the faculty and administrative team that represents highly-qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal will cultivate the vision for increased school-wide literacy across all content-areas by being an active participant in all LLT meetings and activities. The principal will direct the reading teacher to participate in all District and State-driven professional development activities. The reading teacher must be a member of the LLT. The team will meet monthly throughout the school year. The LLT may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. Monthly meetings will take place for the purpose of analyzing student progress toward the acquisition of standards and benchmarks inherent in acquiring academic proficiency. The LLT will also discuss strategies and interventions which will be implemented by the classroom teacher for the purpose of strengthening student progress in identified weak areas for literacy skills. The principal will serve as the lead person during these meetings and will be guided by the data which will be a living document containing both current and previous data reflecting student literacy achievement levels.

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

The major goal of the LLT will be to improve students individual learning gains in reading and develop lifelong literacy skills through the implementation of the NWEA. Additionally, the LLT will develop small group direct instruction with implementation of novel studies as well as various passages covering different genres.

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

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

The schools model affords each teacher the ability to work independently, in small groups, or in large groups with every student in attendance. Teachers are encouraged to attend PD's related to reading in their specific subject area as well as becoming reading endorsed. All teachers receive FCAT, FAIR, and NWEA data to determine how to facilitate reading in their specified classrooms. Weekly faculty meetings are held to determine strategies, interventions, and new ideas to facilitate reading improvement amongst all students.

All computer-based curriculum includes literacy strategies in all content areas. For non-mastery students, literacy strategies will be used in small-group instruction and differentiated instructional strategies will be utilized based on individual student weaknesses. All teachers will teach and monitor the use of effective reading strategies. Teachers will refer to the Miami-Dade County Public Schools District Pacing Guide for Reading, Mathematics and Science as a guide to ensure compliance with District standards. All instructional staff are required to complete the necessary professional development to gain Reading Endorsement.

## **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**

All students are enrolled in Media and Financial Literacy courses to increase and develop life skills, which include the following: communication, time management, financial management, financial planning, and goal setting and tracking. Students who enroll in the school will work with the Academic Advisor and teacher/mentor to determine interest and aptitude for post-secondary plans. The Academic Advisor will use the curriculum "Tools for Success," created through the Miami-Dade School District as a springboard for the development of career skills with our incoming students as an ancillary curriculum for

Career Education. As well, students will complete the Florida Choices Career Program to determine possible careers related to their interests. While some students will pursue vocational programs, others will seek employment or enroll in a two or four-year college. Career development is required of each student enrolled. Coursework is designed to prepare students to meet Florida's Next Generation Sunshine State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skills development, social/emotional well-being and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for post-secondary plans.

**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 students are given a graduation plan that is conformed to the state's graduation requirements and to their cohort year. A post secondary plan and goal setting is done with each student. With the use of our Academic Advisor and mentors, students are guided through discussion to determine and align coursework to obtain students' career goals. The Academic Advisor will monitor student employment in accordance with the policies and procedures of Miami-Dade County Public Schools.

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

All students are encouraged to continue their education at a post secondary or vocational school. Besides the individualized education and plan offered at Mavericks, we bring in local colleges and vocational schools to speak with our students to gauge interest and provide feedback on how to increase interest amongst our students. We have 2-3 college/career fairs per school year to bring the community educators to our students. The Graduation Committee regularly meets with potential graduates to review student progress toward graduation. All students entering Mavericks will receive a Graduation Plan with an expected graduation date. They will be issued a "Graduation Plan" which outlines all classes they have completed as well as gives them a picture of what they must complete within a timeline to graduate. Students will have the opportunity to participate in multiple College Fairs to determine educational and financial opportunities for pursuing post-secondary educational plans. In discussing necessary steps of process to become college ready, the counselor will discuss the importance of participating in PSAT, SAT and ACT testing as an entrance requirement of post-secondary education. Additional assistance with post-secondary planning include the development of tutoring for the college entrance exam (SAT/ACT Prep Class), determining qualifications for taking honors/dual enrollment courses, career training, assisting them with their college/ career application, financial aid, college seminars, and calling colleges on their behalf. In the 2012-2013 school year, 50% (46) of seniors (termed by credits, not cohort) graduated at Mavericks High School. The balance continues to strive to complete required credits and pass required exams. This year, the goal is to graduate 115 seniors.

## 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	25%	7%	No	33%
American Indian				
Asian				
Black/African American	19%	8%	No	27%
Hispanic	23%	0%	No	31%
White	38%	0%	No	44%
English language learners				
Students with disabilities	31%	28%	No	38%
Economically disadvantaged	22%	7%	No	30%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	9%	24%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		22%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	27%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics**

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	31%	0%	No	38%
American Indian				
Asian				
Black/African American	13%	0%	No	21%
Hispanic	29%	0%	No	35%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	37%	0%	No	43%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		70%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		69%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		50%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11861	39%	41%
Students scoring at or above Achievement Level 4	8310	27%	28%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	7681	29%	32%
Students scoring at or above Achievement Level 4	7930	30%	32%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	9807	38%	40%
Students scoring at or above Achievement Level 4	6401	25%	26%

**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)	4		5
Participation in STEM-related experiences provided for students	2	50%	75%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	50	1%	2%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		25%	27%
Students taking one or more advanced placement exams for STEM-related courses	5	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

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

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	271	40%	39%
Students in ninth grade with one or more absences within the first 20 days	61	82%	75%
Students in ninth grade who fail two or more courses in any subject	7	12%	11%
Students with grade point average less than 2.0	35	34%	33%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	66	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	262	38%	37%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	69	11%	9%
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)	17	7%	9%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	4	3%	5%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	17	9%	11%

**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**

Mavericks High South Miami parental involvement target for the 2013-14 school year is 1% of our student population.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement per student enrollment	25	.06%	1%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

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

- G1.** We are a Title 1 School and will complete the online PIP
- G2.** Our goal is to decrease the percentage of students dropping out by 2 percentage points to 9% and increase students graduating in 4 years by 2 percentage points 9%.
- G3.** Decrease the overall percentages and number of students who miss 10% more of school, absences greater than 20 days, students failing 2 or more courses before moving to grade 10, students with a GPA < 2.0, and student behavior.
- G4.** Increase the number of students taking and passing the U.S. History EOC.
- G5.** Increase learning opportunities for students, using CTE curriculum to increase enrollment, accelerated course performance, and students taking and passing CTE exams.
- G6.** Increase the number of STEM related courses offered by 3 courses in Science and Math.
- G7.** Increase the number of students testing in Biology 1 EOC to earn a percentage rating and to increase the proficiency scores by 5 percentage points for students at level 3 and 1 percentage point for students at level 4 or above.
- G8.** Increase the number of students scoring at level 3 on the Geometry EOC to 32 percentage points and level 4 and above to 32 percentage points.
- G9.** Increase the number of students scoring at level 3 on the Algebra 1 EOC to 41 percentage points and level 4 and above to 28 percentage points.
- G10.** Increase the percentage of students graduating in 4 years that are "college ready" to 9%
- G11.** Increase the proficiency in Mathematics to meet the 2014 target % amongst all student subgroups.
- G12.** Our goal for the 2013-2014 school year is to increase the percentage of FCAT level 3.5 and above by 7 percentage points to 34%.
- G13.** Increase the percentage of students graduating in 4 years that are "college ready" to 9%.
- G14.** Increase proficiency in Reading to meet the 2014 target % amongst all student subgroups.

## Goals Detail

## G1. We are a Title 1 School and will complete the online PIP

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships, Title 1 funds

### Targeted Barriers to Achieving the Goal

- Title 1 PIP

## Plan to Monitor Progress Toward the Goal

Increased student attendance, increase student course completions

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

throughout school year

### Evidence of Completion:

attendance roster and student progress reports.

## G2. Our goal is to decrease the percentage of students dropping out by 2 percentage points to 9% and increase students graduating in 4 years by 2 percentage points 9%.

### Targets Supported

- EWS
- EWS - Graduation

### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

### Targeted Barriers to Achieving the Goal

- Students dropping out: student attendance, parental involvement
- Graduating students: student attendance, parental involvement

## Plan to Monitor Progress Toward the Goal

Develop a grad plan and a post secondary education plan for all students enrolled in the school

### Person or Persons Responsible

Administration, Academic Advisor, and graduation committee

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

successful completion of all Florida required courses and a passing score on all state assessments.

**G3.** Decrease the overall percentages and number of students who miss 10% more of school, absences greater than 20 days, students failing 2 or more courses before moving to grade 10, students with a GPA < 2.0, and student behavior.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- School based personnel, mentoring program, parental involvement, community relationships

**Targeted Barriers to Achieving the Goal**

- Students who miss 10% or more: student attendance, motivation, parental involvement
- Grade 9 students with absence in first 20 days: motivation, parental involvement
- Students in grade 9 who fail two or more courses or do not move to grade 10 on time: student attendance, production, parental involvement.
- Students with GPA < 2.0: student attendance, production, parental involvement
- Student behavior: student attitude, parental involvement.

**Plan to Monitor Progress Toward the Goal**

Develop a grad plan and a post secondary education plan for all students enrolled in the school

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

students that have a graduation plan are more likely to succeed as they know what to do. Develops motivation for the student.

**G4.** Increase the number of students taking and passing the U.S. History EOC.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- School based personnel, mentoring program, parental involvement, community relationships

**Targeted Barriers to Achieving the Goal**

- Scoring in the middle third on US History EOC: Student attendance, motivation, parental involvement
- Scoring in the upper third on US History EOC: Student attendance, motivation, parental involvement



## Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and History teachers. Administration conducts formal and informal observations. Submission of lesson plans.

### Person or Persons Responsible

Classroom teacher, testing chair, Administration

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Increase in scores on interim, school based, and state assessments.

**G5.** Increase learning opportunities for students, using CTE curriculum to increase enrollment, accelerated course performance, and students taking and passing CTE exams.

### Targets Supported

- CTE

### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

### Targeted Barriers to Achieving the Goal

- CTE program concentrators: CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.
- Teachers holding industry certification: CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures. CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.
- Students enrolling in CTE: School has no CTE course offerings, STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content, CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.
- CTE students in accelerated courses: Few opportunities for advanced level STEM learning activities within school. Low enrollment in intermediate and advanced courses (or courses are not offered) for students to become completers, and school to meet academy eligibility.
- Students taking CTE exams: CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction. CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction. School has no CTE or STEM course offerings.

## Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Science and Math teachers. Administration conducts formal and informal observations. focused look at programs being offered, student enrollment, and success rate on exams.

### Person or Persons Responsible

Classroom teacher, testing chair, Administration

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Successful completion of course work, passing scores on industry exams

## G6. Increase the number of STEM related courses offered by 3 courses in Science and Math.

### Targets Supported

- STEM
- STEM - High School

### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships, APEX curriculum

### Targeted Barriers to Achieving the Goal

- Number of Experiences: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.
- Percent Participation: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.
- Students enrolling and completing accelerated STEM courses: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.
- Students taking one or more STEM AP exams: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX AP courses offered to students.
- CTE-STEM concentrators: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.
- Students taking and passing rate of CTE-STEM industry exams: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

### Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Science and Math teachers. Administration conducts formal and informal observations. focused look at programs being offered.

#### Person or Persons Responsible

Classroom teacher, testing chair, Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Successful completion of course work, passing scores on standardized testing, completion of dual enrollment program, and successful entry into the county science fair.

**G7.** Increase the number of students testing in Biology 1 EOC to earn a percentage rating and to increase the proficiency scores by 5 percentage points for students at level 3 and 1 percentage point for students at level 4 or above.

#### Targets Supported

- Science
- Science - Biology 1 EOC

#### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

#### Targeted Barriers to Achieving the Goal

- Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.
- Students at Level 4 or above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

### Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Reading teachers. Administration conducts formal and informal observations. Submission of lesson plans.

#### Person or Persons Responsible

Classroom teacher, testing chair, Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Increase in scores on interim, school based, and state assessments.

**G8.** Increase the number of students scoring at level 3 on the Geometry EOC to 32 percentage points and level 4 and above to 32 percentage points.

**Targets Supported**

- Math (High School)
- Geometry EOC

**Resources Available to Support the Goal**

- School based personnel, mentoring program, parental involvement, community relationships

**Targeted Barriers to Achieving the Goal**

- Geometry EOC Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.
- Geometry EOC Students at Level 4 and above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**Plan to Monitor Progress Toward the Goal**

Data chats with Testing Chair, SBLT, and Math teachers. Administration conducts formal and informal observations. 3. Submission of lesson plans.

**Person or Persons Responsible**

Classroom teacher, testing chair, Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Increase in scores on interim, school based, and state assessments.

**G9.** Increase the number of students scoring at level 3 on the Algebra 1 EOC to 41 percentage points and level 4 and above to 28 percentage points.

**Targets Supported**

- Math (High School)
- Algebra 1 EOC

**Resources Available to Support the Goal**

- School based personnel, mentoring program, parental involvement, community relationships

**Targeted Barriers to Achieving the Goal**

- Algebra EOC Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.
- Algebra EOC Students at Level 4 and above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

### Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Reading teachers. Administration conducts formal and informal observations. Submission of lesson plans.

#### Person or Persons Responsible

Classroom teacher, testing chair, Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Increase in scores on interim, school based, and state assessments

### G10. Increase the percentage of students graduating in 4 years that are "college ready" to 9%

#### Targets Supported

#### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

#### Targeted Barriers to Achieving the Goal

- Students graduating on-time who are "college ready" - Student attendance, parental involvement, student motivation

### Plan to Monitor Progress Toward the Goal

Develop a grad plan and a post secondary education plan for all students enrolled in the school

#### Person or Persons Responsible

Administration, Academic Advisor, and graduation committee

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

successful completion of all Florida required courses and a passing score on all state assessments.

### G11. Increase the proficiency in Mathematics to meet the 2014 target % amongst all student subgroups.

#### Targets Supported

- Math (High School, High School AMO's, High School FAA)

#### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

#### Targeted Barriers to Achieving the Goal

- Subgroups not making AMO: student attendance, motivation, attitude, and parental involvement
- Learning gains - All - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.
- Learning Gains - Lowest 25% - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

### Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Math teachers. Administration conducts formal and informal observations. 3. Submission of lesson plans.

#### Person or Persons Responsible

Data chats with Testing Chair, SBLT, and Reading teachers. Administration conducts formal and informal observations. 3. Submission of lesson plans.

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Increase in scores on interim, school based, and state assessments.

**G12.** Our goal for the 2013-2014 school year is to increase the percentage of FCAT level 3.5 and above by 7 percentage points to 34%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- student motivation/attitude, School based personnel, mentoring program, parental involvement, community relationships, professional development

#### Targeted Barriers to Achieving the Goal

- FCAT 3.5 and above - LA.910.3.1.2 - making a plan for writing

### Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Language Arts teachers. Administration conducts formal and informal observations. Submission of lesson plans.

#### Person or Persons Responsible

Classroom teacher, testing chair, Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Increase in scores on interim, school based, and state assessments.

**G13.** Increase the percentage of students graduating in 4 years that are "college ready" to 9%.

#### Targets Supported

- Reading (Postsecondary Readiness)

#### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

#### Targeted Barriers to Achieving the Goal

- Students graduating on-time who are "college ready" - Student attendance, parental involvement, student motivation

## Plan to Monitor Progress Toward the Goal

Develop a grad plan and a post secondary education plan for all students enrolled in the school.

### Person or Persons Responsible

Administration, Academic Advisor, and graduation committee

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

successful completion of all Florida required courses and a passing score on all state assessments.

## G14. Increase proficiency in Reading to meet the 2014 target % amongst all student subgroups.

### Targets Supported

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

### Resources Available to Support the Goal

- School based personnel, mentoring program, parental involvement, community relationships

### Targeted Barriers to Achieving the Goal

- Subgroups not making AMO: Student attendance, parental involvement, student motivation
- FCAT 2.0 Level 3 - LA.9-10.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- FCAT 2.0 level 4 and above: LA.9-10.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings)
- Learning gains - All: LA.9-10.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- Learning Gains Lowest 25% - LA.9-10.1.6.8 Identify advanced word/phrase relationships and their meanings
- Cella Listening and speaking - Students having difficulty understanding short listening passages.
- Cella Reading - Students have difficulty understanding vocabulary words.
- Cella Writing - Students have difficulty answering questions related to English grammar, sentence structure, and word choice,

## Plan to Monitor Progress Toward the Goal

Data chats with Testing Chair, SBLT, and Reading teachers. Administration conducts formal and informal observations. 3. Submission of lesson plans.

### **Person or Persons Responsible**

Classroom teacher, testing chair, Administration

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

Monthly

### **Evidence of Completion:**

Increase in scores on interim, school based, and state assessments.



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** We are a Title 1 School and will complete the online PIP

**G1.B1** Title 1 PIP

**G1.B1.S1** Utilize Title 1 funds to increase parental involvement

#### Action Step 1

Family nights, parent conferences, Parent PD's

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Throughout school year

#### Evidence of Completion

Sign in sheets

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

parent conferences, updating parent data in ISIS

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

parent contact logs, PD sign in sheets.

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

Track progress of students through APEX course work and assessment scores, track student attendance.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

throughout the school year.

#### Evidence of Completion

attendance rosters, student progress reports,

**G2.** Our goal is to decrease the percentage of students dropping out by 2 percentage points to 9% and increase students graduating in 4 years by 2 percentage points 9%.

### G2.B1 Students dropping out: student attendance, parental involvement

**G2.B1.S1** Decrease dropout percentage by increase student motivation, attendance, and course completions

#### Action Step 1

Develop a grad plan and a post secondary education plan for all students enrolled in the school, increase parental involvement through parent conferences and family nights, increase motivation through school reward programs.

#### Person or Persons Responsible

Classroom teacher, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

increase in student attendance based on roster, increase in course closures

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

Review of students graduation plans, Data chats with SBLT, review of post secondary plan

#### Person or Persons Responsible

Classroom teacher, Dean of Students, Academic Advisor

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Attendance reports, course work in apex, a graduation plan, and post secondary plan in place.

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

Track progress though curriculum, grad plan, and post secondary plan

#### Person or Persons Responsible

classroom teacher, Dean of Students, and Academic Advisor

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Successful completion of all Florida required courses for graduation and pass all standardized testing.

### G2.B2 Graduating students: student attendance, parental involvement

**G2.B2.S1** Increase student motivation through reward programs. Encourage all students to attend school on a consistent basis. Increase parental involvement through parent conferences.

#### Action Step 1

Parent conferences scheduled to discuss student progress, Recognition of students when they complete courses. Graduation plans developed for all students, post secondary plans to promote/enhance the interests of preparing/enrolling for college.

#### Person or Persons Responsible

Classroom Teacher, Dean of Students, Academic Advisor

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Track progress though curriculum, student work/assessments, Data chats, student knowledge of their personal needs for graduation, post secondary graduation plan.

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

Review of students graduation plans, Data chats with SBLT, review of post secondary plan, and review progress in current courses.

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

Classroom teacher, Dean of Students, Academic Advisor

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

Monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, a graduation plan, and post secondary plan in place.

### **Plan to Monitor Effectiveness of G2.B2.S1**

Track progress though curriculum, grad plan, and post secondary plan

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

Dean of Students and Academic Advisor

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

Monthly

#### **Evidence of Completion**

Successful completion of all Florida required courses for graduation and pass all standardized testing.

**G3.** Decrease the overall percentages and number of students who miss 10% more of school, absences greater than 20 days, students failing 2 or more courses before moving to grade 10, students with a GPA < 2.0, and student behavior.

**G3.B1** Students who miss 10% or more: student attendance, motivation, parental involvement

**G3.B1.S1** Decrease student attendance by improving students' motivation

**Action Step 1**

Increase student motivation utilizing positive reward system to encourage students to attend school. Increase parental involvement through family nights and parent conferences.

**Person or Persons Responsible**

classroom teacher, administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student attendance rosters, course completions, parent conference logs

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

Observation of classroom to identify students, Student mentoring program, classroom attendance

**Person or Persons Responsible**

classroom teachers, administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student production in classroom, student attendance.

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

Track student progress through curriculum, student work/assessments and checking attendance.

#### Person or Persons Responsible

classroom teacher, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful attendance rates as verified by attendance roster.

### G3.B2 Grade 9 students with absence in first 20 days: motivation, parental involvement

#### G3.B2.S1 Increase motivation through excitement for school and opportunities for success.

##### Action Step 1

Develop graduation plan for students to increase motivation and knowledge of where they need to go in their first year of high school. Involve parents from the first day of school and include parent conferences where teacher sees fit.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

reduced rate/number of 9th grade students absent within the first 20 days from the attendance roster.

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

Observation of classroom to identify students, Student mentoring program, classroom attendance

#### Person or Persons Responsible

classroom teachers, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student production in classroom, student attendance.

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

Track student progress through curriculum, student work/assessments and checking attendance.

#### Person or Persons Responsible

classroom teacher, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful attendance rates as verified by attendance roster.

**G3.B3** Students in grade 9 who fail two or more courses or do not move to grade 10 on time: student attendance, production, parental involvement.

**G3.B3.S1** Provide more small group or 1-1 instruction for students struggling in specified course.

#### Action Step 1

Identify students that have or are in jeopardy of failing 2 or more courses to prevent them from moving to the 10th grade. Provide small group or 1-1 instruction to help students gain knowledge of course work. Provide tutoring help through mentoring program.

#### Person or Persons Responsible

classroom teacher, academic advisor, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

decrease in students failing 2 or more courses and an increase in student production through course work.

### Plan to Monitor Fidelity of Implementation of G3.B3.S1

Observation of classroom to identify students, Student mentoring program, classroom attendance

#### Person or Persons Responsible

classroom teachers, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student production in classroom, student attendance

### Plan to Monitor Effectiveness of G3.B3.S1

Track student progress through curriculum, student work/assessments and checking attendance.

#### Person or Persons Responsible

classroom teacher, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful attendance rates as verified by attendance roster.

### G3.B4 Students with GPA < 2.0: student attendance, production, parental involvement

**G3.B4.S1** All students have grad and post secondary plans to increase motivation and to enhance potential ability to bring GPA above a 2.0.

#### Action Step 1

Develop a graduation plan and post secondary plan for all students in order to drive educational motivation and provide knowledge on how to increase GPA through course work.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of courses with a "B" or higher to raise GPA



### Plan to Monitor Fidelity of Implementation of G3.B4.S1

Observation of classroom to identify students, Student mentoring program, classroom attendance, student meetings

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student production in classroom, student attendance.

### Plan to Monitor Effectiveness of G3.B4.S1

Track student progress though curriculum, student work/assessments and checking attendance.

#### Person or Persons Responsible

classroom teacher, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful attendance rates as verified by attendance roster and class grades of "B" or better to raise GPA.

### G3.B5 Student behavior: student attitude, parental involvement.

#### G3.B5.S1 Decrease incidences of poor student behavior.

##### Action Step 1

Decrease poor student behavior utilizing mentoring program to build required communication skills so student can explain needs and wants without incidence.

#### Person or Persons Responsible

Classroom teacher, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Decrease in student referrals based on ISIS.

### **Plan to Monitor Fidelity of Implementation of G3.B5.S1**

Observation of classroom to identify students, Student mentoring program, classroom attendance

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

classroom teachers, administration

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

Monthly

#### **Evidence of Completion**

Student production in classroom, student attendance, decrease in student referrals.

### **Plan to Monitor Effectiveness of G3.B5.S1**

Track student progress through curriculum, student work/assessments and checking attendance as well as monitoring student discipline in ISIS.

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

classroom teacher, administration

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

#### **Evidence of Completion**

successful completion of skills being challenged, successful attendance rates as verified by attendance roster, and decrease in referrals processed in ISIS.

**G4. Increase the number of students taking and passing the U.S. History EOC.**

**G4.B1 Scoring in the middle third on US History EOC: Student attendance, motivation, parental involvement**

**G4.B1.S1** Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

**Action Step 1**

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

**Person or Persons Responsible**

classroom teacher, administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student increase in course scores and testing scores.

**Facilitator:**

APEX Representative

**Participants:**

School Wide instructional personnel

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

Observation of classroom teachers and collection of lesson plans.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

completed lesson plans turned into administration, successful student performance in course work and EOC

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

Track progress through curriculum, student work/assessments and Direct instruction

### Person or Persons Responsible

Classroom Teacher, SBLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

## G4.B2 Scoring in the upper third on US History EOC: Student attendance, motivation, parental involvement

**G4.B2.S1** Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues

### Action Step 1

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

### Person or Persons Responsible

classroom teacher, administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student increase in course scores and testing scores.

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

Observation of classroom teachers and collection of lesson plans.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

completed lesson plans turned into administration, successful student performance in course work and EOC

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

Track progress through curriculum, student work/assessments and Direct instruction

**Person or Persons Responsible**

Classroom Teacher, SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

completion of skills being challenged, successful completion of practice assessments

**G5.** Increase learning opportunities for students, using CTE curriculum to increase enrollment, accelerated course performance, and students taking and passing CTE exams.

**G5.B1** CTE program concentrators: CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.

**G5.B1.S1** Train CTE teachers for Implementation of differentiated instruction using ICE practice exam and reading data. CTE teachers implement baseline, practice exams or monitoring activities throughout instruction. Promote student development of certification goals and student awareness of industry certification timelines.

**Action Step 1**

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

students are successful in completing CTE courses and taking industry exams.

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

Observation of all CTE teachers based on courses. Completion of courses, enrollment in industry exams

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students successfully completing CTE courses and take industry exams.

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

Track progress through curriculum, student work/assessments and participation in industry exams

### Person or Persons Responsible

Academic Advisor, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

successful completion of skills being challenged, successful completion of assessments, successful completion of course work and courses. Participation in industry exams

**G5.B2** Teachers holding industry certification: CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures. CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

**G5.B2.S1** To increase effectiveness of instruction, CTE teachers obtain industry certification. CTE teachers attend Professional Development Institute (PDI) during summer and/ or fall to prepare to take the industry certification.

### Action Step 1

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

Monthly

### Evidence of Completion

Teachers completed Professional Development to gain knowledge to further educate their students.

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

CTE teachers attend Professional Development Institute (PDI) during summer and/ or fall to prepare to take the industry certification.

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

Administration

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

Monthly

#### **Evidence of Completion**

Registration information for CTE teachers that have attended PD.

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

Teachers gaining knowledge and obtaining industry certification. Teachers attending PD

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

Administration

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

Monthly

#### **Evidence of Completion**

Report of teachers that have attending training, certifications based on industry



**G5.B3** Students enrolling in CTE: School has no CTE course offerings, STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content, CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.

**G5.B3.S1** Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources. Implement national standards for academies, such as, develop Industry /Community Advisory Board and hold regular meetings. Promote CTE awareness, through activities such as CTE Month in Feb. 2014, Career Fairs, parent/family night, activities with feeder pattern schools, etc. Prepare and test students for industry certifications through registered career-themed courses.

**Action Step 1**

Academy committee sets up timeline of plan, meets regularly to monitor and review implementation of academies or plan for new academy. Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses.

**Person or Persons Responsible**

Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Academy assessment tools CAPE Academy registration confirmation and enrollment data Career-Themed registration confirmation and enrollment data

**Plan to Monitor Fidelity of Implementation of G5.B3.S1**

registration confirmation and enrollment data

**Person or Persons Responsible**

Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

increased number of students registered for testing.

## Plan to Monitor Effectiveness of G5.B3.S1

verify students that are registered to take CTE courses and exams.

### Person or Persons Responsible

Academic Advisor, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

increased number of students enrolled in CTE courses and receiving passing scores.

**G5.B4** CTE students in accelerated courses: Few opportunities for advanced level STEM learning activities within school. Low enrollment in intermediate and advanced courses (or courses are not offered) for students to become completers, and school to meet academy eligibility.

**G5.B4.S1** Offer dual enrollment or advanced placement courses to enhance STEM instruction for CTE curriculum. (For ex: Engineering CTE students enrolled in FIU Engineering dual enrollment courses.) Offer STEM-related and/or career curriculum through registered career-themed courses.

### Action Step 1

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

### Person or Persons Responsible

Academic Advisor, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student reading and/or math data of CTE students Perkins Grant Accountability district data of Math and Reading targets of CTE students

### **Plan to Monitor Fidelity of Implementation of G5.B4.S1**

Observation of teachers, audit of program to make sure students are being challenged in the accelerated courses

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

Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

Students successfully completing course work and courses. Students sitting and taking industry exams.

### **Plan to Monitor Effectiveness of G5.B4.S1**

Observe teachers for accelerated course work. Verify students that are registered to take CTE courses and exams.

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

Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

Students completing CTE courses at an accelerated rate based on CTE students in non-accelerated courses. Sitting and taking the CTE industry exams.

**G5.B5** Students taking CTE exams: CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction. CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction. School has no CTE or STEM course offerings.

**G5.B5.S1** Train CTE teachers for Implementation of differentiated instruction using ICE practice exam and reading data. Set up after school tutoring of CTE students for industry certification preparation. CTE teachers implement baseline, practice exams or monitoring activities throughout instruction. Promote student development of certification goals and student awareness of industry certification timelines. Prepare and test students for industry certifications through registered career-themed courses.

**Action Step 1**

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Successful completion of course work and registration of CTE industry exams.

**Plan to Monitor Fidelity of Implementation of G5.B5.S1**

registration confirmation and enrollment data

**Person or Persons Responsible**

Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

increased number of students registered for testing.

## Plan to Monitor Effectiveness of G5.B5.S1

verify students that are registered to take CTE courses and exams.

### Person or Persons Responsible

Academic Advisor, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

increased number of students enrolled in CTE courses and receiving passing scores.

## G6. Increase the number of STEM related courses offered by 3 courses in Science and Math.

**G6.B1** Number of Experiences: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B1.S1** Create criteria to follow to identify students that would be able to master the subject area material in order to be successful in the STEM courses.

### Action Step 1

Facilitate the criteria of determining which students could perform at a high level in the STEM course. Outline all honors or AP courses potentially available to the students. Execute Dual Enrollment with Miami Dade College. Inform and require students to participate in a school wide and county/state wide science fairs.

### Person or Persons Responsible

Science and Math Teachers, Academic Advisor, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students registered in more honors/AP courses, student course work, students registered in Dual Enrollment and participation in the science fairs.

### Facilitator:

APEX Representative, Math & Science Teacher

### Participants:

School Wide staff

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

Observation of all STEM teachers based on courses. Completion of courses, enrollment in dual enrollment programs and science fairs (school, county, and state).

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

Math and Science, Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments, successful completion of dual enrollment programs, entry into science fair.

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

Track progress through curriculum, student work/assessments and participation in outside programs

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

Science and Math teachers, Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

successful completion of skills being challenged, successful completion of assessments, successful completion of course work and courses. Participation in outside programs (dual enrollment and science fair)

**G6.B2** Percent Participation: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B2.S1** Expose students to the courses available to them and explain/show them the value of these courses as it relates to their academic future.

**Action Step 1**

Explain all courses that are available. Use existing schools attendance policy and school resources to encourage the students to participate in the valued courses.

**Person or Persons Responsible**

Science and Math Teachers, Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

increased number of students enrolling in STEM courses or programs.

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

Observation of all STEM teachers based on courses. Completion of courses, enrollment in dual enrollment programs and science fairs (school, county, and state).

**Person or Persons Responsible**

Math and Science, Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments, successful completion of dual enrollment programs, entry into science fair.

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

Track progress of enrollment and work through curriculum, student work/assessments and participation in outside programs

#### Person or Persons Responsible

Science and Math teachers, Academic Advisor, Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of assessments, successful completion of course work and courses. Participation in outside programs (dual enrollment and science fair)

**G6.B3** Students enrolling and completing accelerated STEM courses: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B3.S1** Expose students to the courses available to them and explain/show them the value of these courses as it relates to their academic future.

#### Action Step 1

Track student progress for completion in STEM courses, encouragement and motivational mentoring for all students in STEM courses.

#### Person or Persons Responsible

Math and Science teachers, Academic Advisor, Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion with acceptable scores in courses



### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Observation of all STEM teachers based on courses. Completion of courses, enrollment in dual enrollment programs and science fairs (school, county, and state).

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

Math and Science, Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments, successful completion of dual enrollment programs, entry into science fair.

### **Plan to Monitor Effectiveness of G6.B3.S1**

Track progress of enrollment and work through curriculum, student work/assessments and participation in outside programs

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

Science and Math teachers, Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

successful completion of skills being challenged, successful completion of assessments, successful completion of course work and courses. Participation in outside programs (dual enrollment and science fair)

**G6.B4** Students taking one or more STEM AP exams: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX AP courses offered to students.

**G6.B4.S1** Expose students to the courses available to them and explain/show them the value of these courses as it relates to their academic future.

**Action Step 1**

Track student progress for completion in STEM AP courses, encouragement and motivational mentoring for all students in STEM AP courses, extended practice for AP exams in STEM courses.

**Person or Persons Responsible**

Math and Science teachers, Academic Advisor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

successful completion with acceptable scores in courses, successful passing scores on AP exams for college credit.

**Plan to Monitor Fidelity of Implementation of G6.B4.S1**

Observation of all STEM teachers based on courses, tracking progress of all students in STEM AP courses, encourage attendance to AP practice test sessions.

**Person or Persons Responsible**

Math and Science teachers, Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

enrollment of students in STEM AP courses, students attending AP test practice sessions, students sitting for AP exams.

### Plan to Monitor Effectiveness of G6.B4.S1

Track progress of enrollment and work through curriculum, student work/assessments and participation in AP practice test sessions

#### Person or Persons Responsible

Math and Science teachers, Academic Advisor, Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

students successfully completing AP course/course work, sitting and earning a passing score on the AP exam for college credit.

**G6.B5** CTE-STEM concentrators: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B5.S1** Utilize developed program outline to define CTE-STEM concentrators for students to guide them in the course selection process.

#### Action Step 1

Using the program outline for CTE-STEM concentrators to enroll students in STEM courses that align to their career and goal aspirations, Focus course selections based on what courses to take and when (during their high school career) to take these specified courses.

#### Person or Persons Responsible

Math and Science teachers, Academic Advisor, Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Students enrolling in courses that fit their potential career needs, desires, and interests.

### **Plan to Monitor Fidelity of Implementation of G6.B5.S1**

Observation of all STEM teachers based on courses. Completion of courses enrolled. Monitoring of students' individual course design plan.

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

Math and Science teachers, Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

Students in proper courses, students earning passing grades for course credit and CTE industry exam readiness.

### **Plan to Monitor Effectiveness of G6.B5.S1**

Track progress of enrollment and work through curriculum, student work/assessments and participation in practice for CTE industry exams

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

Science and Math teachers, Academic Advisor, Administration

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

Monthly

#### **Evidence of Completion**

successful completion of skills being challenged, successful completion of CTE industry assessments, successful completion of course work and courses.

**G6.B6** Students taking and passing rate of CTE-STEM industry exams: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B6.S1** Motivating students to follow through with their career action plan for CTE courses. Encourage student to increase knowledge for proficiency on the industry exams.

**Action Step 1**

Make students aware of career and job earning potential by taking and passing CTE-STEM industry exams. Provide extra support before exams to include practice industry exams. Have community representatives in the industries that our student population has shown interest in based on course work, speak with the students on the importance of taking and passing the CTE-STEM industry exams.

**Person or Persons Responsible**

Math and Science Teachers, Academic Advisor, Administration.

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

increased number of students sitting for scheduled CTE-STEM industry exams. increase number of students passing CTE-STEM industry exams.

**Plan to Monitor Fidelity of Implementation of G6.B6.S1**

Observation of all STEM teachers based on courses. Completion of courses, tracking of students in CTE-STEM courses for test sign up.

**Person or Persons Responsible**

Math and Science teachers, Academic Advisor, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Tracking system developed to make sure all students in a CTE-STEM course sit and take the industry exam.

## **Plan to Monitor Effectiveness of G6.B6.S1**

Track progress of enrollment and work through curriculum, student work/assessments and participation in CTE-STEM industry examination.

### **Person or Persons Responsible**

Math and Science Teacher, Academic Advisor, Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

successful completion of skills being challenged, successful completion of assessments, successful completion of course work and courses. Participation in CTE-STEM industry exam and passing exam.

**G7.** Increase the number of students testing in Biology 1 EOC to earn a percentage rating and to increase the proficiency scores by 5 percentage points for students at level 3 and 1 percentage point for students at level 4 or above.

**G7.B1** Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G7.B1.S1** •Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. •Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. •Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning.

### **Action Step 1**

•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 •Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. •Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. •Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

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

Classroom teacher, testing chair, Administration

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

Monthly

#### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

#### **Facilitator:**

APEX Representative, Biology/Science Direct Instruction teachers

#### **Participants:**

school wide instruction staff

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

1. Observations of Scienceteachers. 2. Data chats with SBLT

**Person or Persons Responsible**

Classroom teachers,SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

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

Track progress though curriculum, student work/assessments and Direct instruction

**Person or Persons Responsible**

Classroom Teacher, SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments



**G7.B2** Students at Level 4 or above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G7.B2.S1** •Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.

**Action Step 1**

•Provide students with the 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. •Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. •Establish a plan and timeline for the development of student projects and increase the participation in Science competitions •Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Promote the use instructional technology Promote student enrollment in Advanced Placement and Dual Enrollment courses.

**Person or Persons Responsible**

Classroom teacher, testing chair, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

**Facilitator:**

APEX Representative, Biology/Science Direct Instruction teachers

**Participants:**

school wide instruction staff

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

1. Observations of Scienceteachers. 2. Data chats with SBLT

**Person or Persons Responsible**

Classroom teachers,SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

### Plan to Monitor Effectiveness of G7.B2.S1

Track progress though curriculum, student work/assessments and Direct instruction

**Person or Persons Responsible**

Classroom Teacher, SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments

**G8.** Increase the number of students scoring at level 3 on the Geometry EOC to 32 percentage points and level 4 and above to 32 percentage points.

**G8.B1** Geometry EOC Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G8.B1.S1** Provide opportunities for students to practice the content so they will be able to: •Find the length, midpoint, and one of the endpoints of a segment. •Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems. •Determine measures of interior and exterior angles of regular polygons. •Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties. •Use properties of congruent and similar polygons to solve mathematical or real-world problems. •Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical or real-world contexts. •Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. •Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals. •Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi. •Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. •Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles. •Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. •Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.

### Action Step 1

support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles. •Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. •Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. •Provide opportunities for the students to apply geometric concepts in modeling real-world situations. •Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. •Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

#### Person or Persons Responsible

Classroom teacher, testing chair, Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Increase in scores on interim, school based, and state assessments.

#### Facilitator:

APEX Representative

**Participants:**

school wide instructional staff

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

1. Observations of Math teachers. 2. Data chats with SBLT

**Person or Persons Responsible**

Classroom teachers,SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

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

Track progress though curriculum, student work/assessments and Direct instruction

**Person or Persons Responsible**

Classroom Teacher, SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments

**G8.B2** Geometry EOC Students at Level 4 and above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G8.B2.S1** •Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical and real-world problems. •Determine measures of interior and exterior angles of regular polygons and justify the method used. •Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties. •Use properties of congruent and similar polygons to solve mathematical and real-world problems. •Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical and real-world contexts. •Solve problems by using and 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 coordinate geometry to justify measures and characteristics of congruent, regular, and similar quadrilaterals. •Use formal proofs to prove theorems involving rectangles, squares, parallelograms, rhombi, trapezoids, and kites. •Use geometric properties to justify measures and characteristics of congruent and similar triangles. •Solve problems related to circles and find measures of arcs and angles related to arcs. Identify the center, radius, and graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. •Provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture.

### **Action Step 1**

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.
- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.
- Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. •Provide opportunities for the students to apply geometric concepts in modeling real-world situations. •Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. •Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

### **Person or Persons Responsible**

Classroom teacher, testing chair, Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

### **Facilitator:**

APEX Representative

### **Participants:**

school wide instructional staff

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

1. Observations of Math teachers. 2. Data chats with SBLT

#### Person or Persons Responsible

Classroom teachers,SBLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

### Plan to Monitor Effectiveness of G8.B2.S1

Track progress though curriculum, student work/assessments and Direct instruction

#### Person or Persons Responsible

Classroom Teacher, SBLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G9.** Increase the number of students scoring at level 3 on the Algebra 1 EOC to 41 percentage points and level 4 and above to 28 percentage points.

**G9.B1** Algebra EOC Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G9.B1.S1** Provide opportunities for students to: •Solve algebraic proportions in real-world and mathematical contexts. •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.

### **Action Step 1**

support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations, Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections, Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

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

Classroom teacher, testing chair, Administration

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

Monthly

#### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

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

1. Observations of Math teachers. 2. Data chats with SBLT

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

Classroom teachers,SBLT

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

Monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

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

Track progress through curriculum, student work/assessments and Direct instruction

### Person or Persons Responsible

Classroom Teacher, SBLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G9.B2** Algebra EOC Students at Level 4 and above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G9.B2.S1** Provide opportunities for students to: •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.

### Action Step 1

support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations, Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections, Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

### Person or Persons Responsible

Classroom teacher, testing chair, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Increase in scores on interim, school based, and state assessments.



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

1. Observations of Math teachers.
2. Data chats with SBLT

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

Classroom teachers, SBLT

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

Monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

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

Track progress through curriculum, student work/assessments and Direct instruction

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

Classroom Teacher, SBLT

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

Monthly

#### **Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments

**G10. Increase the percentage of students graduating in 4 years that are "college ready" to 9%**

**G10.B1 Students graduating on-time who are "college ready" - Student attendance, parental involvement, student motivation**

**G10.B1.S1** Increase student motivation through reward programs. Encourage all students to attend school on a consistent basis. Increase parental involvement through parent conferences.

**Action Step 1**

Parent conferences scheduled to discuss student progress, Recognition of students when they complete courses. Graduation plans developed for all students, post secondary plans to promote/enhance the interests of preparing/enrolling for college.

**Person or Persons Responsible**

Classroom Teacher, Dean of Students, Academic Advisor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Track progress through curriculum, student work/assessments, Data chats, student knowledge of their personal needs for graduation, post secondary graduation plan.

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

Review of students graduation plans, Data chats with SBLT, review of post secondary plan

**Person or Persons Responsible**

Classroom teacher, Dean of Students, Academic Advisor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports, course work in apex, a graduation plan, and post secondary plan in place.

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

Track progress through curriculum, grad plan, and post secondary plan

### Person or Persons Responsible

Dean of Students and Academic Advisor

### Target Dates or Schedule

Monthly

### Evidence of Completion

Successful completion of all Florida required courses for graduation and pass all standardized testing.

**G11.** Increase the proficiency in Mathematics to meet the 2014 target % amongst all student subgroups.

**G11.B1** Subgroups not making AMO: student attendance, motivation, attitude, and parental involvement

**G11.B1.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

### Action Step 1

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design.

### Person or Persons Responsible

Classroom teachers, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Observations of Math teachers, Track progress through curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Math teachers. Submission of lesson plans

### Facilitator:

APEX representative

### Participants:

School-wide

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

1. Observations of Math teachers. 2. Data chats with SBLT

#### Person or Persons Responsible

Classroom teachers,SBLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments.

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

Track progress though curriculum, student work/assessments and Direct instruction

#### Person or Persons Responsible

Classroom Teacher, SBLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G11.B2** Learning gains - All - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

**G11.B2.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

**Action Step 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design

**Person or Persons Responsible**

Classroom teachers, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Observations of Math teachers, Track progress through curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Math teachers. Submission of lesson plans

**Facilitator:**

Mathematics teachers, Administration

**Participants:**

school-wide instructional personnel

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

1. Observations of Math teachers.
2. Data chats with SBLT

**Person or Persons Responsible**

Classroom teachers,SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments

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

Track progress through curriculum, student work/assessments and Direct instruction

### Person or Persons Responsible

Classroom Teacher, SBLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G11.B3** Learning Gains - Lowest 25% - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

**G11.B3.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

### Action Step 1

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design

### Person or Persons Responsible

Classroom teachers, Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Observations of Math teachers, Track progress through curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Math teachers. Submission of lesson plans

### Facilitator:

Mathematics teacher, Administration

### Participants:

School wide instructional personnel

### Plan to Monitor Fidelity of Implementation of G11.B3.S1

1. Observations of Math teachers. 2. Data chats with SBLT

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

Classroom teachers,SBLT

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

Monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments.

### Plan to Monitor Effectiveness of G11.B3.S1

Track progress though curriculum, student work/assessments and Direct instruction

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

Classroom Teacher, SBLT

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

Monthly

#### **Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments

**G12.** Our goal for the 2013-2014 school year is to increase the percentage of FCAT level 3.5 and above by 7 percentage points to 34%.

**G12.B1** FCAT 3.5 and above - LA.910.3.1.2 - making a plan for writing

**G12.B1.S1** addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

**Action Step 1**

•Develop and maintain with students a Writer’s Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. •Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). •Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Monthly writing prompts that are graded by the English teacher, FCAT Writing assessment

**Facilitator:**

Language Arts Teacher

**Participants:**

School Wide (instructional staff)

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

1. Observations of Language Arts teachers. 2. Data chats with SBLT

**Person or Persons Responsible**

Language Arts teachers, SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

increase in writing skills as evident by increased scores on practice prompts



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

Track progress through curriculum, student work/assessments and Direct instruction

#### Person or Persons Responsible

Language Arts Teacher, SBLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G13.** Increase the percentage of students graduating in 4 years that are "college ready" to 9%.

**G13.B1** Students graduating on-time who are "college ready" - Student attendance, parental involvement, student motivation

**G13.B1.S1** Increase student motivation through reward programs. Encourage all students to attend school on a consistent basis. Increase parental involvement through parent conferences.

#### Action Step 1

Parent conferences scheduled to discuss student progress, Recognition of students when they complete courses. Graduation plans developed for all students, post secondary plans to promote/enhance the interests of preparing/enrolling for college.

#### Person or Persons Responsible

Classroom Teacher, Dean of Students, Academic Advisor

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Track progress through curriculum, student work/assessments, Data chats, student knowledge of their personal needs for graduation, post secondary graduation plan.

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

Review of students graduation plans, Data chats with SBLT, review of post secondary plan

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

Classroom teacher, Dean of Students, Academic Advisor

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

monthly

#### **Evidence of Completion**

Attendance reports, course work in apex, a graduation plan, and post secondary plan in place.

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

Track progress though curriculum, grad plan, and post secondary plan

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

Dean of Students and Academic Advisor

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

monthly

#### **Evidence of Completion**

Successful completion of all Florida required courses for graduation and pass all standardized testing.

**G14. Increase proficiency in Reading to meet the 2014 target % amongst all student subgroups.**

**G14.B1 Subgroups not making AMO: Student attendance, parental involvement, student motivation**

**G14.B1.S1** Increase student motivation through reward programs. Encourage all students to attend school on a consistent basis. Increase parental involvement through parent conferences.

**Action Step 1**

Phone calls and home visits made to all students who are truant. Parent conferences scheduled to discuss student progress. Recognition of students when they complete courses.

**Person or Persons Responsible**

Administration, Classroom Teachers, and Admissions Coordinator

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Observations of Reading teachers, Track progress though curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Reading teachers. Submission of lesson plans

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

1. Observations of Reading teachers. 2. Data chats with SBLT

**Person or Persons Responsible**

Monitored by: Classroom teachers,SBLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Attendance reports, course work in apex, results of interim, school based, and teacher based assessments.

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

Track progress through curriculum, student work/assessments and Direct instruction.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

weekly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G14.B2** FCAT 2.0 Level 3 - LA.9-10.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

**G14.B2.S1** Implement reading strategies addressing main idea, inferences, paraphrasing, summarizing, and details.

#### Action Step 1

focusing on main idea, inferences, paraphrasing, summarizing, and recognizing relevant

#### Person or Persons Responsible

Classroom teacher

#### Target Dates or Schedule

weekly for the 2013-2014 school year

#### Evidence of Completion

Monthly meetings with SBLT to discuss the effectiveness of the strategy put in place

### Plan to Monitor Fidelity of Implementation of G14.B2.S1

1. Observations of Reading teachers. 2. Data chats with SBLT

#### Person or Persons Responsible

Classroom Teacher, SBLT

#### Target Dates or Schedule

monthly

#### Evidence of Completion

course work in apex, results of interim, school based, and teacher based assessments.

## Plan to Monitor Effectiveness of G14.B2.S1

Track progress through curriculum, student work/assessments and Direct instruction

### Person or Persons Responsible

Administration, SBLT

### Target Dates or Schedule

monthly

### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G14.B3** FCAT 2.0 level 4 and above: LA.9-10.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings)

**G14.B3.S1** Text Features (e.g., titles, subtitles, headings, subheadings, sections, charts, tables, graphs, illustrations, maps, italicized text, text boxes.

### Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing

### Person or Persons Responsible

Classroom teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

### Plan to Monitor Fidelity of Implementation of G14.B3.S1

1. Observations of Reading teachers and self assessments. 2. Data chats with SBLT. 3.

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

Classroom teachers, Administration

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

monthly

#### **Evidence of Completion**

course work in apex, results of interim, school based, and teacher based assessments.

### Plan to Monitor Effectiveness of G14.B3.S1

Track progress through curriculum, student work/assessments and Direct instruction

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

Administration, SBLT, classroom teacher

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

monthly

#### **Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments

**G14.B4** Learning gains - All: LA.9-10.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

**G14.B4.S1** • Main Idea (stated or implied) • Summary Statement • Relevant Details • Conclusions/ Inferences • Predictions

### **Action Step 1**

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

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

Classroom teacher

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

weekly

#### **Evidence of Completion**

Monthly meetings with SBLT to discuss the effectiveness of the strategy put in place

### **Plan to Monitor Fidelity of Implementation of G14.B4.S1**

1. Observations of Reading teachers. 2. Data chats with SBLT

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

Administration and SBLT

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

monthly

#### **Evidence of Completion**

course work in apex, results of interim, school based, and teacher based assessments.

## Plan to Monitor Effectiveness of G14.B4.S1

Track progress through curriculum, student work/assessments and Direct instruction

### Person or Persons Responsible

Administration, SBLT

### Target Dates or Schedule

monthly

### Evidence of Completion

completion of skills being challenged, successful completion of practice assessments

## G14.B5 Learning Gains Lowest 25% - LA.9-10.1.6.8 Identify advanced word/phrase relationships and their meanings

**G14.B5.S1** •Word Relationships •Analyze Words/Text •instruction in different levels of content-specific words (shades of meaning); •reading from a wide variety of texts;

### Action Step 1

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

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

Monthly meetings with SBLT to discuss the effectiveness of the strategy put in place



### Plan to Monitor Fidelity of Implementation of G14.B5.S1

1. Observations of Reading teachers. 2. Data chats with SBLT

#### Person or Persons Responsible

Classroom Teacher, SBLT

#### Target Dates or Schedule

monthly

#### Evidence of Completion

course work in apex, results of interim, school based, and teacher based assessments.

### Plan to Monitor Effectiveness of G14.B5.S1

Track progress through curriculum, student work/assessments and Direct instruction

#### Person or Persons Responsible

Administration, SBLT

#### Target Dates or Schedule

monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

### G14.B6 Cella Listening and speaking - Students having difficulty understanding short listening passages.

**G14.B6.S1** provide students with a focus on understanding and using verbal communication of the English language

#### Action Step 1

utilizing modeling, use of simple/direct language, use of substitution, expansion, paraphrase and repetition, use of cooperative learning, role-play, thinking aloud, and panel discussion/debates

#### Person or Persons Responsible

Classroom ESOL teacher, Reading teacher

#### Target Dates or Schedule

monthly

#### Evidence of Completion

interim assessments, CELLA assessment, course work, teacher/school based assessments.

### Plan to Monitor Fidelity of Implementation of G14.B6.S1

1. Observations of ESOL/Reading teachers. 2. Data chats with SBLT

#### Person or Persons Responsible

Classroom Teacher, SBLT

#### Target Dates or Schedule

monthly

#### Evidence of Completion

course work in apex, results of interim, school based, and teacher based assessments.

### Plan to Monitor Effectiveness of G14.B6.S1

Track progress though curriculum and student work/assessments

#### Person or Persons Responsible

Administration, SBLT, and ESOL/Reading teacher

#### Target Dates or Schedule

monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

### G14.B7 Cella Reading - Students have difficulty understanding vocabulary words.

**G14.B7.S1** Provide students with the opportunity to practice the English language with immersion into a vocabulary centric environment with exposure to and interaction with non ELL students

#### Action Step 1

utilize context clues, interactive word walls, use of cognates, access to English language dictionaries, make predictions, utilize K-W-L (know, want to know, learned), and encourage reading a variety of leveled readers.

#### Person or Persons Responsible

ESOL/Reading teacher

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Monthly meetings with SBLT to discuss the effectiveness of the strategy put in place

### Plan to Monitor Fidelity of Implementation of G14.B7.S1

1. Observations of Reading teachers. 2. Data chats with SBLT

#### Person or Persons Responsible

ESOL/ReadingTeacher, SBLT

#### Target Dates or Schedule

monthly

#### Evidence of Completion

course work in apex, results of interim, school based, and teacher based assessments.

### Plan to Monitor Effectiveness of G14.B7.S1

Track progress though curriculum and student work/assessments

#### Person or Persons Responsible

Administration, SBLT, and ESOL/Reading teacher

#### Target Dates or Schedule

monthly

#### Evidence of Completion

successful completion of skills being challenged, successful completion of practice assessments

**G14.B8** Cella Writing - Students have difficulty answering questions related to English grammar, sentence structure, and word choice,

**G14.B8.S1** provide students with learning strategies to increase organization, spelling, syntax, diction, and summarizing

#### Action Step 1

utilize graphic organizers, process writing, reading response journals, rubrics, writing prompts, spelling strategies, syntax strategies, diction strategies, and summarizing.

#### Person or Persons Responsible

ESOL/Reading teacher

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Monthly meetings with SBLT to discuss the effectiveness of the strategy put in place

### Plan to Monitor Fidelity of Implementation of G14.B8.S1

1. Observations of Reading teachers. 2. Data chats with SBLT

**Person or Persons Responsible**

ESOL/ReadingTeacher, SBLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

course work in apex, results of interim, school based, and teacher based assessments

### Plan to Monitor Effectiveness of G14.B8.S1

Track progress though curriculum and student work/assessments

**Person or Persons Responsible**

Administration, SBLT, and ESOL/Reading teacher

**Target Dates or Schedule**

monthly

**Evidence of Completion**

successful completion of skills being challenged, successful completion of practice assessments

## 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:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### 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:

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide: • tutorial programs (K-12) • parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy) • professional development on best practices for ESOL and content area teachers • coaching and mentoring for ESOL and content area teachers(K-12) • reading and supplementary instructional materials(K-12) • cultural supplementary instructional materials (K-12) • purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process) • Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

- 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. • Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. • The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. • Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. • Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. • The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. • Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

## 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.*

### G4. Increase the number of students taking and passing the U.S. History EOC.

#### G4.B1 Scoring in the middle third on US History EOC: Student attendance, motivation, parental involvement

**G4.B1.S1** Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

#### PD Opportunity 1

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

##### Facilitator

APEX Representative

##### Participants

School Wide instructional personnel

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

Student increase in course scores and testing scores.

**G6.** Increase the number of STEM related courses offered by 3 courses in Science and Math.

**G6.B1** Number of Experiences: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B1.S1** Create criteria to follow to identify students that would be able to master the subject area material in order to be successful in the STEM courses.

**PD Opportunity 1**

Facilitate the criteria of determining which students could perform at a high level in the STEM course. Outline all honors or AP courses potentially available to the students. Execute Dual Enrollment with Miami Dade College. Inform and require students to participate in a school wide and county/state wide science fairs.

**Facilitator**

APEX Representative, Math & Science Teacher

**Participants**

School Wide staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students registered in more honors/AP courses, student course work, students registered in Dual Enrollment and participation in the science fairs.



**G7.** Increase the number of students testing in Biology 1 EOC to earn a percentage rating and to increase the proficiency scores by 5 percentage points for students at level 3 and 1 percentage point for students at level 4 or above.

**G7.B1** Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G7.B1.S1** •Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. •Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. •Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning.

### **PD Opportunity 1**

•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 •Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. •Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. •Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

#### **Facilitator**

APEX Representative, Biology/Science Direct Instruction teachers

#### **Participants**

school wide instruction staff

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

Monthly

#### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

**G7.B2** Students at Level 4 or above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G7.B2.S1** •Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.

### **PD Opportunity 1**

•Provide students with the 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. •Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. •Establish a plan and timeline for the development of student projects and increase the participation in Science competitions •Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Promote the use instructional technology Promote student enrollment in Advanced Placement and Dual Enrollment courses.

#### **Facilitator**

APEX Representative, Biology/Science Direct Instruction teachers

#### **Participants**

school wide instruction staff

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

Monthly

#### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

**G8.** Increase the number of students scoring at level 3 on the Geometry EOC to 32 percentage points and level 4 and above to 32 percentage points.

**G8.B1** Geometry EOC Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G8.B1.S1** Provide opportunities for students to practice the content so they will be able to: •Find the length, midpoint, and one of the endpoints of a segment. •Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems. •Determine measures of interior and exterior angles of regular polygons. •Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties. •Use properties of congruent and similar polygons to solve mathematical or real-world problems. •Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical or real-world contexts. •Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. •Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals. •Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi. •Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. •Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles. •Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. •Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.

### **PD Opportunity 1**

support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles. •Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. •Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. •Provide opportunities for the students to apply geometric concepts in modeling real-world situations. •Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. •Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

#### **Facilitator**

APEX Representative

#### **Participants**

school wide instructional staff

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

Monthly

#### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

**G8.B2** Geometry EOC Students at Level 4 and above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G8.B2.S1** •Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical and real-world problems. •Determine measures of interior and exterior angles of regular polygons and justify the method used. •Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties. •Use properties of congruent and similar polygons to solve mathematical and real-world problems. •Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical and real-world contexts. •Solve problems by using and 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 coordinate geometry to justify measures and characteristics of congruent, regular, and similar quadrilaterals. •Use formal proofs to prove theorems involving rectangles, squares, parallelograms, rhombi, trapezoids, and kites. •Use geometric properties to justify measures and characteristics of congruent and similar triangles. •Solve problems related to circles and find measures of arcs and angles related to arcs. Identify the center, radius, and graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. •Provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture.

### **PD Opportunity 1**

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.
- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.
- Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. •Provide opportunities for the students to apply geometric concepts in modeling real-world situations. •Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. •Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

#### **Facilitator**

APEX Representative

#### **Participants**

school wide instructional staff

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

Monthly

#### **Evidence of Completion**

Increase in scores on interim, school based, and state assessments.

**G11.** Increase the proficiency in Mathematics to meet the 2014 target % amongst all student subgroups.

**G11.B1** Subgroups not making AMO: student attendance, motivation, attitude, and parental involvement

**G11.B1.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

**PD Opportunity 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design.

**Facilitator**

APEX representative

**Participants**

School-wide

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Observations of Math teachers, Track progress through curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Math teachers. Submission of lesson plans

**G11.B2** Learning gains - All - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

**G11.B2.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

### **PD Opportunity 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design

#### **Facilitator**

Mathematics teachers, Administration

#### **Participants**

school-wide instructional personnel

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

Monthly

#### **Evidence of Completion**

Observations of Math teachers, Track progress through curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Math teachers. Submission of lesson plans

**G11.B3** Learning Gains - Lowest 25% - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

**G11.B3.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

### **PD Opportunity 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design

#### **Facilitator**

Mathematics teacher, Administration

#### **Participants**

School wide instructional personnel

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

Monthly

#### **Evidence of Completion**

Observations of Math teachers, Track progress through curriculum, student work/assessments and Direct instruction. Data chats with Testing Chair, SBLT, and Math teachers. Submission of lesson plans

**G12.** Our goal for the 2013-2014 school year is to increase the percentage of FCAT level 3.5 and above by 7 percentage points to 34%.

**G12.B1** FCAT 3.5 and above - LA.910.3.1.2 - making a plan for writing

**G12.B1.S1** addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

**PD Opportunity 1**

•Develop and maintain with students a Writer’s Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. •Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). •Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

**Facilitator**

Language Arts Teacher

**Participants**

School Wide (instructional staff)

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Monthly writing prompts that are graded by the English teacher, FCAT Writing assessment



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Our goal is to decrease the percentage of students dropping out by 2 percentage points to 9% and increase students graduating in 4 years by 2 percentage points 9%.	\$4,500
G4.	Increase the number of students taking and passing the U.S. History EOC.	\$1,000
G6.	Increase the number of STEM related courses offered by 3 courses in Science and Math.	\$1,250
G7.	Increase the number of students testing in Biology 1 EOC to earn a percentage rating and to increase the proficiency scores by 5 percentage points for students at level 3 and 1 percentage point for students at level 4 or above.	\$3,500
G8.	Increase the number of students scoring at level 3 on the Geometry EOC to 32 percentage points and level 4 and above to 32 percentage points.	\$2,200
G11.	Increase the proficiency in Mathematics to meet the 2014 target % amongst all student subgroups.	\$3,300
G12.	Our goal for the 2013-2014 school year is to increase the percentage of FCAT level 3.5 and above by 7 percentage points to 34%.	\$3,500
G14.	Increase proficiency in Reading to meet the 2014 target % amongst all student subgroups.	\$6,500
Total		\$25,750

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
FEFP	\$4,500	\$21,250	\$25,750
Total	\$4,500	\$21,250	\$25,750

### Budget Details

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

**G2.** Our goal is to decrease the percentage of students dropping out by 2 percentage points to 9% and increase students graduating in 4 years by 2 percentage points 9%.

**G2.B1** Students dropping out: student attendance, parental involvement

**G2.B1.S1** Decrease dropout percentage by increase student motivation, attendance, and course completions

**Action Step 1**

Develop a grad plan and a post secondary education plan for all students enrolled in the school, increase parental involvement through parent conferences and family nights, increase motivation through school reward programs.

**Resource Type**

Technology

**Resource**

Maestro

**Funding Source**

FEFP

**Amount Needed**

\$2,250

**G2.B2** Graduating students: student attendance, parental involvement

**G2.B2.S1** Increase student motivation through reward programs. Encourage all students to attend school on a consistent basis. Increase parental involvement through parent conferences.

**Action Step 1**

Parent conferences scheduled to discuss student progress, Recognition of students when they complete courses. Graduation plans developed for all students, post secondary plans to promote/enhance the interests of preparing/enrolling for college.

**Resource Type**

Technology

**Resource**

Maestro

**Funding Source**

FEFP

**Amount Needed**

\$2,250

**G4.** Increase the number of students taking and passing the U.S. History EOC.

**G4.B1** Scoring in the middle third on US History EOC: Student attendance, motivation, parental involvement

**G4.B1.S1** Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

**Action Step 1**

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$1,000

**G6.** Increase the number of STEM related courses offered by 3 courses in Science and Math.

**G6.B1** Number of Experiences: student attendance, motivation, attitude, parental involvement, limited opportunities for additional course work, APEX courses offered to students.

**G6.B1.S1** Create criteria to follow to identify students that would be able to master the subject area material in order to be successful in the STEM courses.

**Action Step 1**

Facilitate the criteria of determining which students could perform at a high level in the STEM course. Outline all honors or AP courses potentially available to the students. Execute Dual Enrollment with Miami Dade College. Inform and require students to participate in a school wide and county/state wide science fairs.

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$1,250

**G7.** Increase the number of students testing in Biology 1 EOC to earn a percentage rating and to increase the proficiency scores by 5 percentage points for students at level 3 and 1 percentage point for students at level 4 or above.

**G7.B1** Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G7.B1.S1** •Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. •Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. •Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning.

### **Action Step 1**

•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 •Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. •Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. •Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

APEX Learning

#### **Funding Source**

FEFP

#### **Amount Needed**

\$1,750

**G7.B2** Students at Level 4 or above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G7.B2.S1** •Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.

**Action Step 1**

•Provide students with the 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. •Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. •Establish a plan and timeline for the development of student projects and increase the participation in Science competitions •Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Promote the use instructional technology Promote student enrollment in Advanced Placement and Dual Enrollment courses.

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$1,750

**G8.** Increase the number of students scoring at level 3 on the Geometry EOC to 32 percentage points and level 4 and above to 32 percentage points.

**G8.B1** Geometry EOC Students at Level 3: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G8.B1.S1** Provide opportunities for students to practice the content so they will be able to: •Find the length, midpoint, and one of the endpoints of a segment. •Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems. •Determine measures of interior and exterior angles of regular polygons. •Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties. •Use properties of congruent and similar polygons to solve mathematical or real-world problems. •Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical or real-world contexts. •Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. •Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals. •Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi. •Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. •Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles. •Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. •Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.

### Action Step 1

support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles. •Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. •Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. •Provide opportunities for the students to apply geometric concepts in modeling real-world situations. •Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. •Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

#### Resource Type

Evidence-Based Program

#### Resource

Apex Learning

#### Funding Source

FEFP

#### Amount Needed



\$1,100

**G8.B2** Geometry EOC Students at Level 4 and above: student attendance, motivation, attitude, parental involvement, limited opportunities for additional practice.

**G8.B2.S1** •Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical and real-world problems. •Determine measures of interior and exterior angles of regular polygons and justify the method used. •Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties. •Use properties of congruent and similar polygons to solve mathematical and real-world problems. •Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical and real-world contexts. •Solve problems by using and 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 coordinate geometry to justify measures and characteristics of congruent, regular, and similar quadrilaterals. •Use formal proofs to prove theorems involving rectangles, squares, parallelograms, rhombi, trapezoids, and kites. •Use geometric properties to justify measures and characteristics of congruent and similar triangles. •Solve problems related to circles and find measures of arcs and angles related to arcs. Identify the center, radius, and graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. •Provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture.

### Action Step 1

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.
- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.
- Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. •Provide opportunities for the students to apply geometric concepts in modeling real-world situations. •Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. •Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

#### Resource Type

Evidence-Based Program

#### Resource

Apex Learning

#### Funding Source

FEFP

#### Amount Needed

\$1,100

**G11.** Increase the proficiency in Mathematics to meet the 2014 target % amongst all student subgroups.

**G11.B1** Subgroups not making AMO: student attendance, motivation, attitude, and parental involvement

**G11.B1.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

**Action Step 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design.

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$1,100

**G11.B2** Learning gains - All - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

**G11.B2.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

**Action Step 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design

**Resource Type**

Evidence-Based Program

**Resource**

NWEA

**Funding Source**

FEFP

**Amount Needed**

\$1,100

**G11.B3** Learning Gains - Lowest 25% - The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits.

**G11.B3.S1** Provide students with opportunities to explore and re-enforce concepts through manipulatives within the APEX curriculum.

**Action Step 1**

Provide students access to graphing supplies that make abstract concepts more concrete, provide students with real world examples and situations that they can take ownership, provide teachers with PD in integrating technology in their lesson design

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$1,100

**G12.** Our goal for the 2013-2014 school year is to increase the percentage of FCAT level 3.5 and above by 7 percentage points to 34%.

**G12.B1** FCAT 3.5 and above - LA.910.3.1.2 - making a plan for writing

**G12.B1.S1** addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

**Action Step 1**

•Develop and maintain with students a Writer’s Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. •Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). •Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$3,500

**G14.** Increase proficiency in Reading to meet the 2014 target % amongst all student subgroups.

**G14.B2** FCAT 2.0 Level 3 - LA.9-10.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

**G14.B2.S1** Implement reading strategies addressing main idea, inferences, paraphrasing, summarizing, and details.

**Action Step 1**

focusing on main idea, inferences, paraphrasing, summarizing, and recognizing relevant

**Resource Type**

Evidence-Based Program

**Resource**

Apex Learning

**Funding Source**

FEFP

**Amount Needed**

\$6,500