Ruth Owens Kruse Education Center

2014-15 School Improvement Plan

Ruth Owens Kruse Education Center

11001 SW 76TH ST, Miami, FL 33173

http://rok.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Ruth Owens Kruse Educational Center is to create an environment that fosters individual students mastery of life skills through: an integrated academic curriculum, the use technology, a comprehensive behavioral program and therapeutic service encompassing school, family, and community partnerships.

Provide the school's vision statement

Our school supports students in their quest to maximize academic, social, and behavioral functioning in order for them to become contributing members of society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Ruth Owens Kruse Education Center is a specialized center for students with Emotional Behavioral Disorders. The small student to teacher ratio ensures the ability to connect to all students and build relationships. Ruth Owens Kruse Educational Center has a diverse population with students of various cultures, backgrounds and abilities. The curriculum is enhanced through multicultural study and awareness. The focus of student learning is on the individual. Each student has a case manager that they see on a weekly basis. There is also daily communication between home and school and collaboration with outside agencies to ensure that each student's needs are met.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Ruth Owens Kruse Educational Center we strive to provide a nurturing and safe environment for all students. Students benefit from a therapeutic classroom setting with clinical services infused throughout the school day. There is continuous supervision throughout the school day. There is also a school wide Positive Behavior Support system and Anti- Bulling instruction to ensure that students feel safe and respected. We are in constant communication with all stakeholders to ensure a safe learning environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ruth Owens Kruse Educational Center is designed as a therapeutic environment setting with clinical services infused throughout the school day. Our staff is trained in Crisis Intervention and we offer psychiatric and nursing services. We collaborate with outside psychiatric and psychological agencies to ensure that the student's social –emotional needs are met in all areas. Every student has a case manager assigned to them and receives weekly individual counseling. We also offer group therapy and art therapy to students that are in need to the service. Every student has a Behavior Intervention Plan where we can identify a specific problem behavior and design an individual plan to help overcome the behavior and ensure a safe and productive environment for all students and adults.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Ruth Owens Kruse Educational Center uses a school wide behavior system that implements positive behavior strategies that will replace disruptive behaviors and create a safe and supportive environment for students and staff. Every student has a Behavior Intervention Plan where we can identify the problem behavior and design an individual plan to help overcome the behavior and ensure a safe and productive environment for all students and adults. Behavioral expectations are clearly posted and continuously discussed. Behavior is monitored through an individualized point sheet that targets each student's Priority Educational Need. The point sheet corresponds to a school wide 5- Level System. The level system is supported by a token economy, where points are exchanged for reinforces. Students are provided with small group instruction on social skills, self-advocacy and self-regulatory behaviors.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Every student has an Individualized Education Plan where their specific educational, behavioral and emotional needs are identified and supported. Ruth Owens Kruse Educational Center is a specialized center for students with Emotional Behavioral Disorders. The small student teacher ratio ensures that specific learning barriers are targeted.
• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (frequent hospitalizations)
• One or more suspensions, whether in school or out of school
• Course failure in English Language Arts or Mathematics
• A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	1	1	2	3	2	11	15	12	11	11	26	97
One or more suspensions	0	0	1	1	1	4	4	3	8	6	7	6	9	50
Course failure in ELA or Math	0	0	0	0	0	0	2	0	4	2	4	2	3	17
Level 1 on statewide assessment	0	0	0	2	7	13	10	21	12	13	5	0	0	83

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

There are several intervention strategies employed by our school to improve academic performance. Every student has an Individualized Education Plan where their specific educational, behavioral and

emotional needs are identified and supported. Students with an FCAT level 1or 2 in Mathematics and Reading receive intensive instruction. We also implemented a school wide Positive Behavioral Support system in effort to reduce suspensions to ensure that time out of school is reduced. Curriculum is also supported through supplemental instructional software.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/191082.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At Ruth Owens Kruse Educational Center we collaborate and build partnerships with local businesses that serve as our community partners. These partners offer support through donations to our token economy system and various school projects. The community partners also assist us with job shadowing opportunities so that students may learn skills needed for future employment. Students also have the opportunity to participate in Community Based Vocational Education programs where students can practice the skills needed to transition to the community and independent living. Community involvement of the students is fostered through volunteer services at the Homeless Assistance Center. Community partners are also part of our Educational Excellence School Advisory Committee and attend meetings so that they may offer support needed.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Rodriguez, Angel	Principal
McGinnis, Cathleen	Assistant Principal
Adams, Constance	Teacher, ESE
Schaub, Lorraine	Teacher, ESE
Correa, Karolyn	SAC Member
Mendez, Ana	Teacher, ESE
Nunes, Jana	Teacher, Career/Technical
Anteen, Joy	Teacher, ESE
Love, Mamie	Teacher, ESE
Brown, Kieaita	Teacher, ESE
Sirker, Ninfa	Teacher, ESE
Tie-Shue, Summer	Instructional Coach
Suarez, Mayte	Teacher, ESE
Valdes, Lisette	Teacher, ESE
Lantigua, Adriel	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The following team members are responsible for overseeing the daily operations of the school site.
• Dr. Angel Rodriguez, Principal
• Cathleen McGinnis, Assistant Principal
The following team members are responsible for reviewing documents in order to comply with FLDOE and MDCPS regulations.
• Ana Mendez-Londono, Program Specialist
• Rita Duren, Staffing Specialist
The following team members are responsible for providing curriculum support and sharing best practices.
• Summer Tie Shue, Reading Coach
• Lorraine Schaub, LA Dept. Chair
• Adriel Lantigua, Math Dept. Chair
• Mayte Suarez, SS Dept. Chair
• Kieaita Brown, Science Dept. Chair
The following team members are responsible for providing grade level support and sharing best practices.
• Ninfa Sirker, Elem. Team Leader
• Lisette Valdes, Middle School Team Leader
• Joy Anteen, High School Team Leader
• Karen Betancourt, Special Diploma Team Leader
• Karolyn Correa, STRIVE Team Leader
The following team members are responsible for providing clinical and behavioral support.
• Tuwana Lewis, School guidance counselor
• Gordon Parkin, School psychologist
• Carmen Fernandez-Valle, School social worker
• Constance Adams, PBS Team Leader

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which Ruth Owens Kruse Educational Center leaders identify and align all available resources is through effective communication and sharing of best practices at weekly team meetings and monthly department meetings. Curriculum leaders meet monthly to discuss strategies to disseminate to departments. By using the gradual release model leaders are able to share state and local mandated curriculum in a consistent method to ensure appropriate implementation within specific timelines. Ruth Owens Kruse is a specialized EBD center; therefore bimonthly clinical meetings are crucial and provide behavioral support to the academic process. Resources used to enrich education include IDEA funds and ESSAC funds. The percentage of students of free or reduced is 81.7%, therefore additional funding is provided through Title 1.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Angel Rodriguez	Principal
Peggy Slott	Teacher
Karolyn Correa	Teacher
Diane Isern	Teacher
Myleen Quintana	Teacher
Ana San Roman	Teacher
Lorraine Schaub	Teacher
Mayte Suarez	Teacher
Sandra Spicer	Education Support Employee
Tee Greer	Education Support Employee
Marie Braceiro	Parent
Jeanne Egbosiuba-Ukwendu	Parent
Claudia Barrios	Parent
Amelia Garcia	Parent
Althea Martin	Parent
Jose Garcia	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met to review last year's SIP and determined that technology resources are needed to improve student performances.

Development of this school improvement plan

The SAC members meet to review and contribute to the SIP Plan.

Preparation of the school's annual budget and plan

The SAC members met to review the annual budget and determine how the funds would be used the 2014-2015 school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The $800.00 SAC funds allocated to ROK will be used to help reduce suspensions and motivate students. Funds will be used to purchase awards and other incentives linked to the school-wide Positive Behavior Support (PBS) initiative.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Anteen, Joy	Teacher, ESE
Tie-Shue, Summer	Instructional Coach
Valdes, Lisette	Teacher, ESE
Schaub, Lorraine	Teacher, ESE
Quintana, Myleen	Teacher, ESE
McGinnis, Cathleen	Assistant Principal
Rodriguez, Angel	Principal
Sirker, Ninfa	Teacher, ESE
Love, Mamie	Teacher, ESE
Nunes, Jana	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to promote a school-wide focus on literacy and reading achievement. Staff will focus instruction using the Florida Standards and the Florida Alternate Assessment Access Points that will be monitored by administration. The major initiatives will also involve reviewing progress monitoring data at the grade level and classroom level. This monitoring will identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships are encouraged through Professional Learning Communities, where all teachers share best practices. All teachers have a daily common planning. Department meetings are held monthly to discuss curriculum, behavior strategies are supported through bi-weekly team meetings. Instructional support is also offered through the reading coach and department chairs. Behavioral strategies are supported through the Positive Behavioral Support team leader and clinicians. IEP meetings are conducted as a team to ensure that student's academic and behavioral needs are met. Mentoring by an experienced colleague is also available to new teachers

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school will collaborate with local colleges and universities to provide practicum and internship opportunities for prospective teachers. While interning at the school they will be given guidance and assistance on how to successfully teach students with special needs. This process will allow for the school to recruit teachers who have the necessary skills to teach the students at this school. Teachers are provided with mentoring and guidance through sharing of best practices and professional development opportunities.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teacher(s) will be mentored by an experienced teacher. They will meet weekly to collaborate, review lessons and assessments, and provide assistance with behavioral management. The mentor will observe the beginning teacher and provide constructive feedback using specific protocols and feedback tools.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Professional development opportunities are coordinated through our in house professional development liaison. Teachers and staff are provided professional development in instructional best practices. All textbooks and teaching materials are aligned to the Florida State Standards. Intensive reading classes are supported to specialized reading programs with technology support.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data obtained from district and state assessments is used in combination with the student Individualized Educational Plan to ensure that each student receives direct specialized instruction for the majority of learning activities. The low student teacher ratio gives teachers the ability to differentiate instruction specific to students' academic needs. Testing is administered in a small group setting in order to minimize distractions and ensure the best performance by the students. Curriculum is also supported through supplemental instructional software and intensive instruction in Mathematics and Reading courses.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Implementation of enrichment programs and activities that enhance the curriculum.

Strategy Rationale

Provide students with a variety of experiences to broaden their knowledge and perspective.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Nunes, Jana, jnunes@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Instructional staff will gather and analyze data on a continuous basis (Success Maker Reports, Reading Plus Reports, Read 180 Reports, Unique Learning Reports, review AMO). Reports will be utilized to modify differentiated instruction groups as necessary. Baseline data and subgroups will be reviewed to analyze grade level trend. During monthly "Data Chats" effective strategies will be developed with instructional staff and Assistant Principal.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Instruction at Ruth Owens Kruse Educational Center is directed primarily through the student's Individualized Education Plan. Multidisciplinary team members meet to discuss the educational and behavioral needs of the student and determine an appropriate course of study. The M-Team also decides the least restrictive environment where the students can access their free and appropriate education.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

A partnership with a nearby vocational skills center will provide students with a job skills program that will allow students the opportunity.

This will provide students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

By promoting Career Pathways and Programs of Study students will become academy program completers.

They will have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities.

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school issues both standard and special diplomas to students who successfully complete all required
courses. Ruth Owens Kruse' Educational Center's graduates complete college prep curriculum, are enrolled in
Algebra I course before 9th grade, and complete at least one level 3 high school math course. Historically,
student grades and scores are below the district and State averages. Additionally, students are offered
applied and integrated courses in Careers and Computers that assist them in preparing for post secondary
studies. Partnerships with Glades Middle, Miami Killian Senior, CBVE, Project Victory and
Project Search help offer career preparation and work-related experiences in a variety of fields.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Ruth Owens Kruse offers two extra periods where students on a standard diploma track can make up necessary credits for graduation. Students on a special diploma track that meet graduation criteria, choose and are entitled, to return to further their education to access free and appropriate education to age of 22.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. The goal for Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) is to increase leaning opportunities in the 2015 school year by 5%.

G2. In monitoring the Early Warning System, our school will reduce the percentage of student suspensions by 5%.

G3. In the 2014 Writing FAA 78% of students scored 4 or above. The goal for 2015 is to increase the 2 percentage point to 80%.

G4. In 2014 the Reading AMO for all students was 40. The goal for 2015 is to increase Reading AMO for all students by 18 percentage points to 58%.

G5. In 2014 the Math AMO for all students was 37%. The goal for 2015 is to increase Math AMO for all students by 22 percentage points to 59%.

G6. In the 2014 Algebra 1 EOC students scored 8%. The goal for the 2015 is to increase by 9 percentage points to 17%.

G7. In the 2015 Science FCAT, 8th grade students scored 17% and 88% of Science FAA students scored 4 or above. The goal for 2015 is to increase the science 8th grade score by 8 percentage points to 17% and Science FAA scores by 1 percentage point to 89%.

G8. In the 2014 Biology EOC students scored 27%. The goal for the 2015 is to increase by 7 percentage points to 34%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The goal for Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) is to increase leaning opportunities in the 2015 school year by 5%. 1a

🔍 G049230

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Promethean Boards
- Community Based Vocational Education
- Partnership with CiCi's Pizza
- Project Victory
- Culinary Program at JRE Lee
- Auto Detailing Program at Homestead Sr. High
- Culinary Arts Program and Graphic Arts Program at Kruse

Targeted Barriers to Achieving the Goal 3

- In the 2014 school year, 42% of students participated in one or more vocational and career training opportunities. Few opportunities for vocational and career training were available in the community.The goal for the 2015 school year is to increase the number of vocational and career training opportunities for students in the community by 5%.

Plan to Monitor Progress Toward G1. 8

Student mastery of vocational and career training programs

Person Responsible
Angel Rodriguez

Schedule
Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion
Final Grades and Career Portfolio

G2. In monitoring the Early Warning System, our school will reduce the percentage of student suspensions by 5%. 1a

G049115

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	

Resources Available to Support the Goal 2

- Positive Behavioral Support Incentives

- Do the Right Thing Incentives

Targeted Barriers to Achieving the Goal 3

- In the 2013-2014 school year, 28% of students received one or more referrals that led to a suspension. The goal for the 2014-2015 school year is to reduce the number of suspension by 5% to 23%

Plan to Monitor Progress Toward G2. 8

Current Psychological, Individualized Education Plan, Behavioral Intervention Plan, Student Point sheet, and Functional Assessment of Behaviors

Person Responsible
Ana Mendez

Schedule
Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion
Daily Point sheets, Behavioral Intervention Tracking Form, Individualized Education Plan

G3. In the 2014 Writing FAA 78% of students scored 4 or above. The goal for 2015 is to increase the 2 percentage point to 80%. 1a

G048972

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Promethean Boards
- Unique Learning

Targeted Barriers to Achieving the Goal 3

- In the 2014 Writing FAA 78% of students scored 4 or above. The area is deficiency noted was in the use of complex vocabulary to support and elaborate ideas in writing. The goal for 2015 is to increase the 2 percentage point to 80%.

Plan to Monitor Progress Toward G3. 8

Follow CIMS and Gradual release model from educational leaders to teachers and support staff.

Person Responsible
Cathleen McGinnis

Schedule
Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion
Summative Assessment: 2015 FAA Writing

G4. In 2014 the Reading AMO for all students was 40. The goal for 2015 is to increase Reading AMO for all students by 18 percentage points to 58%. `1a`

`🔑 G046825`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Reading - African American	61.0
AMO Reading - ED	59.0
AMO Reading - SWD	58.0
FAA Reading Proficiency	

Resources Available to Support the Goal `2`

- Promethean Boards
- On line and district material
- Reading Coach
- Success Maker
- Unique Learning
- Read 180

Targeted Barriers to Achieving the Goal `3`

- The results of the 2014 FCAT 2.0 Reading indicated that 44% of Blacks, 40% of SWD, and 42% of ED did not make their AMO for 2014 FCAT 2.0 Math. The area of deficiency, as noted on the 2014 FCAT 2.0 administration was Reading Application Literacy Analysis and Informational Text. Our goal for the 2015 is to increase Blacks by 17 percentage points to 61%, SWD by 18 percentage points to 58%, and ED by 17 percentage points to 59%.

- In the 2014 Reading FAA, 88% of students scored 4 or above. The area of deficiency, as noted on the 2014 FAA administration was Reading Process and Comprehension. The goal for 2015 is to increase the 1 percentage point to 89%.

Plan to Monitor Progress Toward G4. `8`

Follow CIMS using data from interim, FSA, Unique Learning, and FAA.

Person Responsible
Summer Tie-Shue

Schedule
Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion
Formative Assessments-District Assessments Summative Assessments-Results from 2015 FSA Summative Assessments-Results from 2015 FAA

G5. In 2014 the Math AMO for all students was 37%. The goal for 2015 is to increase Math AMO for all students by 22 percentage points to 59%. 1a

G046827

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Math - African American	63.0
AMO Math - ED	59.0
AMO Math - Hispanic	59.0
AMO Math - White	54.0
AMO Math - SWD	59.0

FAA Mathematics Proficiency

Resources Available to Support the Goal 2

- Promethean Boards

- Online and district materials

- Algebra Nation

- Unique Learning

- Success Maker

Targeted Barriers to Achieving the Goal 3

- The results of the 2014 FCAT 2.0 Math indicated that 45% of Blacks, 29% of Hispanic, 46% of Whites, 37% of SWD, and 37% of ED did not make their AMO for 2014 FCAT 2.0 Math. The area of deficiency, as noted on the 2014 FCAT 2.0 administration was Number Operations, Geometry and Measurement, Statistics and Probability. Our goal for the 2014 is to increase Blacks by 18 percentage points to 63%, Hispanics by 30 percentage points to 59%, Whites by 8 percentage points to 54%, SWD by 22 percentage points to 59%, and ED by 22 percentage points to 59%.

- In the 2014 Math FAA 91% of students scored 4 or above. The area of deficiency, as noted on the 2014 FAA administration was identifying, analyzing, and applying knowledge to recall multiplication facts. The goal for 2015 is to increase the 1 percentage point to 92%.

Plan to Monitor Progress Toward G5. 8

Follow CIMS using data from FSA

Person Responsible
Cathleen McGinnis

Schedule
Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion
Formative Assessment Summative Assessments: Results for the 2015 FSA Results from the 2015 FAA

G6. In the 2014 Algebra 1 EOC students scored 8%. The goal for the 2015 is to increase by 9 percentage points to 17%. 1a

🔑 G046828

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	

Resources Available to Support the Goal 2

- Algebra Nation
- Explore Learning Gizmos

Targeted Barriers to Achieving the Goal 3

- In the 2014 Algebra 1 EOC students scored 8%. Students struggle with Functions, Linear Equations & Inequalities, Polynomials and Rationals, Radicals, Quadratics & Discrete Mathematics. The goal for the 2015 is to increase by 9 percentage points to 17%.

Plan to Monitor Progress Toward G6. 8

Follow CIMS and Gradual release model from educational leaders to teacher and support staff

Person Responsible
Cathleen McGinnis

Schedule
Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion
Formative Assessment - District Interim Assessments Summative Assessments - Results for 2015 Algebra 1 EOC

G7. In the 2015 Science FCAT, 8th grade students scored 17% and 88% of Science FAA students scored 4 or above. The goal for 2015 is to increase the science 8th grade score by 8 percentage points to 17% and Science FAA scores by 1 percentage point to 89%. `1a`

🔍 G046829

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	
FAA Science Proficiency	

Resources Available to Support the Goal `2`

- Discovery Learning

- Science consumables Pearson Prentice Hall

- Promethean Boards

Targeted Barriers to Achieving the Goal `3`

- In the 2015 8th grade Science FCAT students scored 17%. The areas of deficiency noted were Nature of Science, Earth & Space Science, and Life Science. The goal for 2015 is to increase 8th grade science scores by 8 percentage points to 17%.

- In the 2014 Science FAA 88% of students scored 4 or above. The areas of deficiency noted were Physical and Life Science. The goal for 2015 is to increase the 1 percentage point to 89%.

Plan to Monitor Progress Toward G7. `8`

Following the CIMS and Gradual release model from educational leaders to teachers and support staff.

Person Responsible

Cathleen McGinnis

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Formative Assessments- District interim Assessments Summative Assessment -Results for the Science FSA Summative Assessment- Results for the Science FAA

G8. In the 2014 Biology EOC students scored 27%. The goal for the 2015 is to increase by 7 percentage points to 34%. 1a

G046830

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	
Bio I EOC Pass	

Resources Available to Support the Goal 2

- Promethean Boards
- Explore Learning GIZMOS
- Discovery

Targeted Barriers to Achieving the Goal 3

- In the 2014 Biology EOC students scored 27%.The area of deficiency noted was in Molecular and Cellular Biology, Classification, Heredity, Evolution and Organisms, Population and Ecosystems. The goal for the 2015 is to increase by 7 percentage points to 34%.

Plan to Monitor Progress Toward G8. 8

Follow CIMS using data from Interim and EOC Biology

Person Responsible
Cathleen McGinnis

Schedule
Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion
Formative Assessments - District Interim Assessment Summative Assessment - Results for the 2014 Biology EOC

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   `S123456` = Quick Key

G1. The goal for Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) is to increase leaning opportunities in the 2015 school year by 5%. `1`

`G049230`

G1.B1 In the 2014 school year, 42% of students participated in one or more vocational and career training opportunities. Few opportunities for vocational and career training were available in the community.The goal for the 2015 school year is to increase the number of vocational and career training opportunities for students in the community by 5%. `2`

`B123000`

G1.B1.S1 The strategies we are using to increase student participation in vocational and career opportunities is increase the number of business partnership within the community. `4`

`S134915`

Strategy Rationale

The rationale is to provide a variety of vocational and career opportunities

Action Step 1 `5`

Provide informational workshop for community partners.

Person Responsible

Ana Mendez

Schedule

On 11/7/2014

Evidence of Completion

Agenda, sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitoring the number of students participating in vocational and career training opportunities in the community

Person Responsible

Ana Mendez

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Individual Education Plan, Student schedules indicating participation in vocational and career courses

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor student academic progress in vocational and career training programs

Person Responsible

Karolyn Correa

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student Weekly Grades and Career Portfolios

G2. In monitoring the Early Warning System, our school will reduce the percentage of student suspensions by 5%. `1`

🔑 G049115

G2.B1 In the 2013-2014 school year, 28% of students received one or more referrals that led to a suspension. The goal for the 2014-2015 school year is to reduce the number of suspension by 5% to 23% `2`

🔑 B122749

G2.B1.S1 The strategies we are using to reduce student suspensions are to increase the use of Positive Behavioral Support (PBS) and Safe Crisis Management (SCM) strategies. `4`

🔑 S134630

Strategy Rationale

The rationale for using Positive Behavioral Support (PBS) and Safe Crisis Management (SCM) strategies is provide a safe learning environment for students

Action Step 1 `5`

Provide Professional Development opportunity on Safe Crisis Management (SCM).

Person Responsible

Myleen Quintana

Schedule

On 11/4/2014

Evidence of Completion

Agenda, Sign in sheet, Documentation of completed professional development.

Action Step 2 `5`

Provide Professional Development Opportunity on the use of Positive Behavioral Support

Person Responsible

Constance Adams

Schedule

On 10/9/2014

Evidence of Completion

Agenda, Sign in sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Appropriate use of Positive Behavior Support and Safe Crisis Management

Person Responsible

Cathleen McGinnis

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

Collection of Student Case Management Referrals and positive student referral forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Increased number of students receiving Positive Behavioral Referrals.

Person Responsible

Constance Adams

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Agenda, Sign in sheet

G3. In the 2014 Writing FAA 78% of students scored 4 or above. The goal for 2015 is to increase the 2 percentage point to 80%. `1`

<div align="right">🔑 G048972</div>

G3.B1 In the 2014 Writing FAA 78% of students scored 4 or above. The area is deficiency noted was in the use of complex vocabulary to support and elaborate ideas in writing. The goal for 2015 is to increase the 2 percentage point to 80%. `2`

<div align="right">🔑 B122348</div>

G3.B1.S1 The strategy we are using to increase proficiency in Writing is technology enhanced learning in all aspects of instruction form delivery to end product. `4`

<div align="right">🔑 S134271</div>

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills.

Action Step 1 `5`

Provide professional development on the use of online resources, Unique Learning and Discovery

Person Responsible

Myleen Quintana

Schedule

On 10/13/2014

Evidence of Completion

Agenda, Sign in sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Student participation in Unique Learning and analysis of pre and post test data.

Person Responsible

Summer Tie-Shue

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Unique Learning data

G4. In 2014 the Reading AMO for all students was 40. The goal for 2015 is to increase Reading AMO for all students by 18 percentage points to 58%. `1`

🔑 G046825

G4.B1 The results of the 2014 FCAT 2.0 Reading indicated that 44% of Blacks, 40% of SWD, and 42% of ED did not make their AMO for 2014 FCAT 2.0 Math. The area of deficiency, as noted on the 2014 FCAT 2.0 administration was Reading Application Literacy Analysis and Informational Text. Our goal for the 2015 is to increase Blacks by 17 percentage points to 61%, SWD by 18 percentage points to 58%, and ED by 17 percentage points to 59%. `2`

🔑 B116335

G4.B1.S1 The strategy we are using to increase proficiency in reading is technology enhanced learning (Read 180, Success Maker) in all aspects of instruction form delivery to end product. `4`

🔑 S128017

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills.

Action Step 1 `5`

Provide professional development on the use of Read 180 and Success Maker

Person Responsible

Myleen Quintana

Schedule

On 11/17/2014

Evidence of Completion

Documentation of completed Professional Development Session, sign in sheet

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student participation in Read 180, Success Maker and analysis of data

Person Responsible

Lorraine Schaub

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data collection and analysis

G4.B2 In the 2014 Reading FAA, 88% of students scored 4 or above. The area of deficiency, as noted on the 2014 FAA administration was Reading Process and Comprehension. The goal for 2015 is to increase the 1 percentage point to 89%. 2

🔍 B116339

G4.B2.S1 The strategy we are using is to increase proficiency in reading is technology enhanced learning (Unique Skills) in all aspects of instruction form delivery to end product. 4

🔍 S128023

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills.

Action Step 1 5

Provide professional development on the use of Unique Learning.

Person Responsible

Myleen Quintana

Schedule

On 11/17/2014

Evidence of Completion

Agenda, sign in sheet

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

On 6/5/2015

Evidence of Completion

Documented Observation

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Student participation in Unique Learning and analysis of pre and post test data.

Person Responsible

Cathleen McGinnis

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Unique Learning Data and analysis

G5. In 2014 the Math AMO for all students was 37%. The goal for 2015 is to increase Math AMO for all students by 22 percentage points to 59%. `1`

🔍 G046827

G5.B1 The results of the 2014 FCAT 2.0 Math indicated that 45% of Blacks, 29% of Hispanic, 46% of Whites, 37% of SWD, and 37% of ED did not make their AMO for 2014 FCAT 2.0 Math. The area of deficiency, as noted on the 2014 FCAT 2.0 administration was Number Operations, Geometry and Measurement, Statistics and Probability. Our goal for the 2014 is to increase Blacks by 18 percentage points to 63%, Hispanics by 30 percentage points to 59%, Whites by 8 percentage points to 54%, SWD by 22 percentage points to 59%, and ED by 22 percentage points to 59%. `2`

🔍 B116345

G5.B1.S1 The strategy we are using to increase proficiency in Math is technology enhanced learning (Promethean Boards, Algebra Nation, Success Maker) in all aspects of instruction form delivery to end product. `4`

🔍 S128030

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills.

Action Step 1 `5`

Provide professional development on the use of Promethean boards

Person Responsible

Myleen Quintana

Schedule

On 11/19/2014

Evidence of Completion

Agenda, Sign in sheet

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Student participation in Algebra Nation, Success Maker and analysis of data

Person Responsible

Adriel Lantigua

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data collection and analysis

G5.B2 In the 2014 Math FAA 91% of students scored 4 or above. The area of deficiency, as noted on the 2014 FAA administration was identifying, analyzing, and applying knowledge to recall multiplication facts. The goal for 2015 is to increase the 1 percentage point to 92%. `2`

B116348

G5.B2.S1 The strategy we are using to increase proficiency in math is technology enhanced learning (Unique Learning) in all aspects of instruction form delivery to end product. `4`

S128035

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills

Action Step 1 `5`

Provide professional development on the use of Unique Learning.

Person Responsible

Myleen Quintana

Schedule

On 10/13/2014

Evidence of Completion

Agenda, Sign in sheet

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Student participation in Unique Learning and analysis of pre and post test data.

Person Responsible

Adriel Lantigua

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data collection and analysis

G6. In the 2014 Algebra 1 EOC students scored 8%. The goal for the 2015 is to increase by 9 percentage points to 17%. `1`

G046828

G6.B1 In the 2014 Algebra 1 EOC students scored 8%. Students struggle with Functions, Linear Equations & Inequalities, Polynomials and Rationals, Radicals, Quadratics & Discrete Mathematics. The goal for the 2015 is to increase by 9 percentage points to 17%. `2`

B116353

G6.B1.S1 The strategy we are using to increase proficiency in Algebra is technology enhanced learning in all aspects of instruction form delivery to end product. `4`

S128040

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills

Action Step 1 `5`

Provide professional development on the use of and Algebra Nation

Person Responsible

Myleen Quintana

Schedule

On 10/13/2014

Evidence of Completion

Agenda, Sign in sheet

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Student participation in Algebra Nation, Success Maker and analysis of data

Person Responsible

Adriel Lantigua

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data collection and analysis

G7. In the 2015 Science FCAT, 8th grade students scored 17% and 88% of Science FAA students scored 4 or above. The goal for 2015 is to increase the science 8th grade score by 8 percentage points to 17% and Science FAA scores by 1 percentage point to 89%. [1]

G046829

G7.B1 In the 2015 8th grade Science FCAT students scored 17%. The areas of deficiency noted were Nature of Science, Earth & Space Science, and Life Science. The goal for 2015 is to increase 8th grade science scores by 8 percentage points to 17%. [2]

B116355

G7.B1.S1 The strategy we are using to increase proficiency in science is technology enhanced learning in all aspects of instruction form delivery to end product. [4]

S128043

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills.

Action Step 1 [5]

Provide professional development on the use of Promethean boards

Person Responsible

Myleen Quintana

Schedule

On 11/19/2014

Evidence of Completion

Documentation of completed Professional Development Session, Sign in sheet

Plan to Monitor Fidelity of Implementation of G7.B1.S1 [6]

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

On 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Increased student participation in Science Fair, Discovery Learning and demonstration of higher order thinking skills in their course work.

Person Responsible

Kieaita Brown

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Participation in Science Fair and graded class work samples.

G7.B2 In the 2014 Science FAA 88% of students scored 4 or above. The areas of deficiency noted were Physical and Life Science. The goal for 2015 is to increase the 1 percentage point to 89%. `2`

🔑 B122304

G7.B2.S1 The strategy we are using to increase proficiency in Science is technology enhanced learning (Unique Learning) in all aspects of instruction form delivery to end product. `4`

🔑 S134246

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills.

Action Step 1 `5`

Provide professional development on the use of online resources, Unique Learning and Discovery

Person Responsible

Myleen Quintana

Schedule

On 10/13/2014

Evidence of Completion

Agenda and Sign in sheet

Plan to Monitor Fidelity of Implementation of G7.B2.S1 `6`

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Student participation in Unique Learning and analysis of pre and post test data.

Person Responsible

Kieaita Brown

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data analysis of pre and post test

G8. In the 2014 Biology EOC students scored 27%. The goal for the 2015 is to increase by 7 percentage points to 34%. [1]

🔑 G046830

G8.B1 In the 2014 Biology EOC students scored 27%.The area of deficiency noted was in Molecular and Cellular Biology, Classification, Heredity, Evolution and Organisms, Population and Ecosystems. The goal for the 2015 is to increase by 7 percentage points to 34%. [2]

🔑 B116359

G8.B1.S1 The strategy we are using to increase proficiency in Biology is technology enhanced learning in all aspects of instruction form delivery to end product. [4]

🔑 S128049

Strategy Rationale

The rationale for using technology enhanced learning is to increase student engagement and assist in mastering course content and skills

Action Step 1 [5]

Provide professional development on the use of Promethean boards

Person Responsible

Myleen Quintana

Schedule

On 11/19/2014

Evidence of Completion

Documentation of completed Professional Development Session, Sign in sheet

Plan to Monitor Fidelity of Implementation of G8.B1.S1 [6]

Administrative walk through to ensure fidelity.

Person Responsible

Angel Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Documented Observations

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Increased student participation in Biology Labs.

Person Responsible

Kieaita Brown

Schedule

Biweekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Biology Lab student grades

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Provide professional development on the use of Read 180 and Success Maker	Quintana, Myleen	11/17/2014	Documentation of completed Professional Development Session, sign in sheet	11/17/2014 one-time
G4.B2.S1.A1	Provide professional development on the use of Unique Learning.	Quintana, Myleen	11/17/2014	Agenda, sign in sheet	11/17/2014 one-time
G5.B1.S1.A1	Provide professional development on the use of Promethean boards	Quintana, Myleen	11/19/2014	Agenda, Sign in sheet	11/19/2014 one-time
G5.B2.S1.A1	Provide professional development on the use of Unique Learning.	Quintana, Myleen	10/13/2014	Agenda, Sign in sheet	10/13/2014 one-time
G6.B1.S1.A1	Provide professional development on the use of and Algebra Nation	Quintana, Myleen	10/13/2014	Agenda, Sign in sheet	10/13/2014 one-time
G7.B1.S1.A1	Provide professional development on the use of Promethean boards	Quintana, Myleen	11/19/2014	Documentation of completed Professional Development Session, Sign in sheet	11/19/2014 one-time
G8.B1.S1.A1	Provide professional development on the use of Promethean boards	Quintana, Myleen	11/19/2014	Documentation of completed Professional Development Session, Sign in sheet	11/19/2014 one-time
G7.B2.S1.A1	Provide professional development on the use of online resources, Unique Learning and Discovery	Quintana, Myleen	10/13/2014	Agenda and Sign in sheet	10/13/2014 one-time
G3.B1.S1.A1	Provide professional development on the use of online resources, Unique Learning and Discovery	Quintana, Myleen	10/13/2014	Agenda, Sign in sheet	10/13/2014 one-time
G2.B1.S1.A1	Provide Professional Development opportunity on Safe Crisis Management (SCM).	Quintana, Myleen	11/4/2014	Agenda, Sign in sheet, Documentation of completed professional development.	11/4/2014 one-time
G1.B1.S1.A1	Provide informational workshop for community partners.	Mendez, Ana	11/7/2014	Agenda, sign in sheet	11/7/2014 one-time
G2.B1.S1.A2	Provide Professional Development Opportunity on the use of Positive Behavioral Support	Adams, Constance	10/9/2014	Agenda, Sign in sheet	10/9/2014 one-time
G1.MA1	Student mastery of vocational and career training programs	Rodriguez, Angel	10/1/2014	Final Grades and Career Portfolio	6/5/2015 quarterly
G1.B1.S1.MA1	Monitor student academic progress in vocational and career training programs	Correa, Karolyn	10/1/2014	Student Weekly Grades and Career Portfolios	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitoring the number of students participating in vocational and career training opportunities in the community	Mendez, Ana	10/1/2014	Individual Education Plan, Student schedules indicating participation in vocational and career courses	6/5/2015 monthly
G2.MA1	Current Psychological, Individualized Education Plan, Behavioral Intervention Plan, Student Point sheet, and Functional Assessment of Behaviors	Mendez, Ana	9/30/2014	Daily Point sheets, Behavioral Intervention Tracking Form, Individualized Education Plan	6/5/2015 quarterly
G2.B1.S1.MA1	Increased number of students receiving Positive Behavioral Referrals.	Adams, Constance	9/30/2014	Agenda, Sign in sheet	6/5/2015 weekly
G2.B1.S1.MA1	Appropriate use of Positive Behavior Support and Safe Crisis Management	McGinnis, Cathleen	9/30/2014	Collection of Student Case Management Referrals and positive student referral forms	6/5/2015 daily
G3.MA1	Follow CIMS and Gradual release model from educational leaders to teachers and support staff.	McGinnis, Cathleen	9/30/2014	Summative Assessment: 2015 FAA Writing	6/5/2015 quarterly
G3.B1.S1.MA1	Student participation in Unique Learning and analysis of pre and post test data.	Tie-Shue, Summer	9/30/2014	Unique Learning data	6/5/2015 biweekly
G3.B1.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 weekly
G4.MA1	Follow CIMS using data from interim, FSA, Unique Learning, and FAA.	Tie-Shue, Summer	9/30/2014	Formative Assessments-District Assessments Summative Assessments-Results from 2015 FSA Summative Assessments-Results from 2015 FAA	6/5/2015 quarterly
G4.B1.S1.MA1	Student participation in Read 180, Success Maker and analysis of data	Schaub, Lorraine	9/30/2014	Data collection and analysis	6/5/2015 quarterly
G4.B1.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observation	6/5/2015 weekly
G4.B2.S1.MA1	Student participation in Unique Learning and analysis of pre and post test data.	McGinnis, Cathleen	9/30/2014	Unique Learning Data and analysis	6/5/2015 weekly
G4.B2.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observation	6/5/2015 one-time
G5.MA1	Follow CIMS using data from FSA	McGinnis, Cathleen	9/30/2014	Formative Assessment Summative Assessments: Results for the 2015 FSA Results from the 2015 FAA	6/5/2015 quarterly
G5.B1.S1.MA1	Student participation in Algebra Nation, Success Maker and analysis of data	Lantigua, Adriel	9/30/2014	Data collection and analysis	6/5/2015 biweekly
G5.B1.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 weekly
G5.B2.S1.MA1	Student participation in Unique Learning and analysis of pre and post test data.	Lantigua, Adriel	9/30/2014	Data collection and analysis	6/5/2015 biweekly
G5.B2.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 weekly
G6.MA1	Follow CIMS and Gradual release model from educational leaders to teacher and support staff	McGinnis, Cathleen	9/30/2014	Formative Assessment - District Interim Assessments Summative Assessments - Results for 2015 Algebra 1 EOC	6/5/2015 quarterly
G6.B1.S1.MA1	Student participation in Algebra Nation, Success Maker and analysis of data	Lantigua, Adriel	9/30/2014	Data collection and analysis	6/5/2015 biweekly
G6.B1.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 weekly
G7.MA1	Following the CIMS and Gradual release model from educational leaders to teachers and support staff.	McGinnis, Cathleen	9/30/2014	Formative Assessments- District interim Assessments Summative Assessment - Results for the Science FSA Summative Assessment- Results for the Science FAA	6/5/2015 quarterly
G7.B1.S1.MA1	Increased student participation in Science Fair, Discovery Learning and demonstration of higher order thinking skills in their course work.	Brown, Kieaita	9/30/2014	Participation in Science Fair and graded class work samples.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 one-time
G7.B2.S1.MA1	Student participation in Unique Learning and analysis of pre and post test data.	Brown, Kieaita	9/30/2014	Data analysis of pre and post test	6/5/2015 biweekly
G7.B2.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 weekly
G8.MA1	Follow CIMS using data from Interim and EOC Biology	McGinnis, Cathleen	9/30/2014	Formative Assessments - District Interim Assessment Summative Assessment - Results for the 2014 Biology EOC	6/5/2015 quarterly
G8.B1.S1.MA1	Increased student participation in Biology Labs.	Brown, Kieaita	9/30/2014	Biology Lab student grades	6/5/2015 biweekly
G8.B1.S1.MA1	Administrative walk through to ensure fidelity.	Rodriguez, Angel	9/30/2014	Documented Observations	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. In monitoring the Early Warning System, our school will reduce the percentage of student suspensions by 5%.

G2.B1 In the 2013-2014 school year, 28% of students received one or more referrals that led to a suspension. The goal for the 2014-2015 school year is to reduce the number of suspension by 5% to 23%

G2.B1.S1 The strategies we are using to reduce student suspensions are to increase the use of Positive Behavioral Support (PBS) and Safe Crisis Management (SCM) strategies.

PD Opportunity 1

Provide Professional Development opportunity on Safe Crisis Management (SCM).

Facilitator

Craig Siegel

Participants

Teachers, Counselors, Paraprofessionals, Administrators

Schedule

On 11/4/2014

G5. In 2014 the Math AMO for all students was 37%. The goal for 2015 is to increase Math AMO for all students by 22 percentage points to 59%.

G5.B1 The results of the 2014 FCAT 2.0 Math indicated that 45% of Blacks, 29% of Hispanic, 46% of Whites, 37% of SWD, and 37% of ED did not make their AMO for 2014 FCAT 2.0 Math. The area of deficiency, as noted on the 2014 FCAT 2.0 administration was Number Operations, Geometry and Measurement, Statistics and Probability. Our goal for the 2014 is to increase Blacks by 18 percentage points to 63%, Hispanics by 30 percentage points to 59%, Whites by 8 percentage points to 54%, SWD by 22 percentage points to 59%, and ED by 22 percentage points to 59%.

G5.B1.S1 The strategy we are using to increase proficiency in Math is technology enhanced learning (Promethean Boards, Algebra Nation, Success Maker) in all aspects of instruction form delivery to end product.

PD Opportunity 1

Provide professional development on the use of Promethean boards

Facilitator

Dr. Angel Rodriguez

Participants

Teachers

Schedule

On 11/19/2014

G7. In the 2015 Science FCAT, 8th grade students scored 17% and 88% of Science FAA students scored 4 or above. The goal for 2015 is to increase the science 8th grade score by 8 percentage points to 17% and Science FAA scores by 1 percentage point to 89%.

G7.B1 In the 2015 8th grade Science FCAT students scored 17%. The areas of deficiency noted were Nature of Science, Earth & Space Science, and Life Science. The goal for 2015 is to increase 8th grade science scores by 8 percentage points to 17%.

G7.B1.S1 The strategy we are using to increase proficiency in science is technology enhanced learning in all aspects of instruction form delivery to end product.

PD Opportunity 1

Provide professional development on the use of Promethean boards

Facilitator

Dr. Angel Rodriguez

Participants

Teacher

Schedule

On 11/19/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G4. In 2014 the Reading AMO for all students was 40. The goal for 2015 is to increase Reading AMO for all students by 18 percentage points to 58%.

G4.B1 The results of the 2014 FCAT 2.0 Reading indicated that 44% of Blacks, 40% of SWD, and 42% of ED did not make their AMO for 2014 FCAT 2.0 Math. The area of deficiency, as noted on the 2014 FCAT 2.0 administration was Reading Application Literacy Analysis and Informational Text. Our goal for the 2015 is to increase Blacks by 17 percentage points to 61%, SWD by 18 percentage points to 58%, and ED by 17 percentage points to 59%.

G4.B1.S1 The strategy we are using to increase proficiency in reading is technology enhanced learning (Read 180, Success Maker) in all aspects of instruction form delivery to end product.

PD Opportunity 1

Provide professional development on the use of Read 180 and Success Maker

Facilitator

Myleen Quintana

Participants

Teacher

Schedule

On 11/17/2014

G4.B2 In the 2014 Reading FAA, 88% of students scored 4 or above. The area of deficiency, as noted on the 2014 FAA administration was Reading Process and Comprehension. The goal for 2015 is to increase the 1 percentage point to 89%.

G4.B2.S1 The strategy we are using is to increase proficiency in reading is technology enhanced learning (Unique Skills) in all aspects of instruction form delivery to end product.

PD Opportunity 1

Provide professional development on the use of Unique Learning.

Facilitator

Karen Betancourt

Participants

Teachers

Schedule

On 11/17/2014

G6. In the 2014 Algebra 1 EOC students scored 8%. The goal for the 2015 is to increase by 9 percentage points to 17%.

G6.B1 In the 2014 Algebra 1 EOC students scored 8%. Students struggle with Functions, Linear Equations & Inequalities, Polynomials and Rationals, Radicals, Quadratics & Discrete Mathematics. The goal for the 2015 is to increase by 9 percentage points to 17%.

G6.B1.S1 The strategy we are using to increase proficiency in Algebra is technology enhanced learning in all aspects of instruction form delivery to end product.

PD Opportunity 1

Provide professional development on the use of and Algebra Nation

Facilitator

Adriel Lantigua

Participants

Teachers

Schedule

On 10/13/2014

Budget Rollup

Summary	
Description	**Total**
Goal 2: In monitoring the Early Warning System, our school will reduce the percentage of student suspensions by 5%.	800
Grand Total	**800**

Goal 2: In monitoring the Early Warning System, our school will reduce the percentage of student suspensions by 5%.		
Description	**Source**	**Total**
B1.S1.A2 - Notes	School Improvement Funds	800
Total Goal 2		**800**