

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 7051 - G. Holmes Braddock Senior High
District: 13 - Dade
Principal: Manuel S. Garcia
SAC Chair: Ron Ferguson
Superintendent: Mr. Alberto M Carvalho
School Board Approval Date: [pending]
Last Modified on: 11/07/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	3601 SW 147TH AVE Miami, FL 33185	3601 SW 147TH AVE Miami, FL 33185
Phone Number:	305-225-9729	
Web Address:	http://ghbraddock.dadeschools.net/	
Email Address:	pr7051@dadeschools.net	

School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	78%			
Minority:	95%			
School Grade History:	<u>2012-13</u> I	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> C

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School G. Holmes Braddock Senior High	
Principal's name Manuel S. Garcia	
School Advisory Council chair's name Ron Ferguson	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Alan Soriano	Assistant Principal
Leonor Ravelo	Assistant Principal
David Brooks	Assistant Principal
Mayra Raya-Hernandez	Assistant Principal
District-Level Information	
District Dade	
Superintendent's name Mr. Alberto M Carvalho	
Date of school board approval of SIP Pending	
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).	
<p>Describe the membership of the SAC including position titles</p> <p>The committee is composed of the principal, teachers, education support employees, students, parents, and business/community representatives. Current membership is reflective of the ethnic, racial, linguistic, disabled and economic community served by the school. 47% of the members are employed by the School Board of Miami-Dade County Public Schools. 53% of the membership comes from the school's community and are not employees of the School Board.</p> <p>Manuel S. Garcia, Principal Alexander Hernandez, UTD Steward George Ferguson, Teacher and EESAC Chairperson Emily Wilcock, Teacher Jesus Llano, Teacher Mary Milan, Teacher Katherine Rodriguez, Teacher Katia Garcia , Alternate Teacher Martha De La Tejera, Educational Support Employee Ana Lastres Alternate Educational Support Employee Tania Aguilar, Parent Ana Suastegui, Parent Elena Ruiz, Parent Maria Parla, Parent Elizabeth Aquino, Alternate Parent Emily Cruz, Student Estrella Baldomero, Student Jasmine Perez, Alternate Student Sue Giorgi, Business Community Representative</p>	

<p>Jorge Rodriguez, Business Community Representative Jorge Milian, Business Community Representative</p>
<p>Describe the involvement of the SAC in the development of this school improvement plan The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.</p>
<p>Describe the activities of the SAC for the upcoming school year The EESAC will continue to focus on an educational plan to assist the school with the development of School Improvement Plans to ensure compliance with the Florida Department of Education and federal legislation.</p>
<p>Describe the projected use of school improvement funds and include the amount allocated to each project School improvement funds will be utilized to assist in several different areas to ensure the goals set forth in the SIP are gained. Approximately \$5.00 per FTE or \$16,000 is allocated. Projected breakdown of funds allocations: SAT/ACT Prep – \$1,500; Peers-for-Peers – \$1,500; Life’s Lessons – \$1,500; Magnet – \$3,000; Activities – \$3,000; Media Center – \$3,000; Response to Intervention – \$1,000</p>
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance</p>
<p>If no, describe the measures being taken to comply with SAC requirements N/A</p>
<p>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).</p>
<p>Administrators</p>
<p># Administrators 6</p>
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>
<p>Administrator Information:</p>

Manuel S. Garcia		
Principal	Years as Administrator: 11	Years at Current School: 16
Credentials	Educational Leadership • Social Sciences • AA – Miami Dade • BS - FIU • MS – Nova Southeastern	
Performance Record	2013 – I READ Proficiency, 57% ALG I Proficiency, 55% GEO Proficiency 51% Rdg. Lrg. Gains, X Math Lrg. Gains, X Rdg. Imp. of Lowest 25% - X Math Imp. of Lowest 25% - X Rdg. AMO – 64 Math AMO– 53 2012 – B READ Satisfactory or Higher, 51% MATH Satisfactory or Higher, 50% Rdg. Lrg. Gains, 66 Pts. Math Lrg. Gains, 52 Pts READ Gains Lowest 25 - 72% MATH Gains of Lowest 25 - 62% Rdg. AMO – 60 Math AMO– 48 2011 – A READ. Proficiency, 49% MATH Proficiency 76% Rdg. Lrg. Gains, 51% Math Lrg. Gains, 74% Rdg. Imp. of Lowest 25 - 51% Math Imp. of Lowest 25 - 61% AYP, 79% Rdg. AMO – 56 Math AMO– 42 2010 – C READ. Proficiency, 48% MATH Proficiency, 79% Rdg. Lrg. Gains, 51% Math Lrg. Gains, 80%	

Mayra Raya-Hernandez

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

BS- Specific Learning Disabilities, Florida International University, 1998
 MS- Special Education, Florida International Universities, 2003
 Ed.S.- Educational Leadership, NOVA Southeastern University, 2006
 Certifications/ Endorsements: Specific Learning Disabilities, Educational Leadership

Performance Record

2013 – I
 READ. Proficiency, 54%
 MATH Proficiency, 62%
 Rdg. Lrg. Gains, 64%
 Math Lrg. Gains, 67%
 Rdg. Imp. of Lowest 25% - 67%
 Math Imp. of Lowest 25% - 52%

2012 – A
 READ. Proficiency, 59%
 MATH Proficiency, 60%
 Rdg. Lrg. Gains 65%
 Math Lrg. Gains, 50%
 Rdg. Imp. of Lowest 25 – 62%
 Math Imp. of Lowest 25 – 40%

2011 – C
 READ. Proficiency, 54%
 MATH Proficiency 80%
 Rdg. Lrg. Gains, 50%
 Math Lrg. Gains, 79%
 Rdg. Imp. of Lowest 25% - 46%
 Math Imp. of Lowest 25% - 69%

2010 – B
 READ. Proficiency, 54%
 MATH Proficiency, 81%
 Rdg. Lrg. Gains, 57%
 Math Lrg. Gains, 78%
 Rdg. Imp. of Lowest 25% - 47%
 Math Imp. of Lowest 25% - 61%

2009 – A
 READ. Proficiency, 48%
 MATH Proficiency, 79%
 Rdg. Lrg. Gains, 57%
 Math Lrg. Gains, 78%
 Rdg. Imp. of Lowest 25% - 56%
 Math Imp. of Lowest 25% - 70%
 Rdg. Imp. of Lowest 25% - X
 Math Imp. of Lowest 25% - X
 AYP, 72%
 Rdg. AMO – 52
 Math AMO– 37

2009 – C

READ. Proficiency, 47%
MATH Proficiency, 76%
Rdg. Lrg. Gains, 53%
Math Lrg. Gains, 76%
Rdg. Imp. of Lowest 25% - X
Math Imp. of Lowest 25% - X
AYP, 78%

Leonor Ravelo		
Asst Principal	Years as Administrator: 12	Years at Current School: 4
Credentials	MS – Educational Leadership • BA - Business Administration • French • Spanish	
Performance Record	2013 – I READ Proficiency, 57% ALG I Proficiency, 55% GEO Proficiency 51% Rdg. Lrg. Gains, X Math Lrg. Gains, X Rdg. Imp. of Lowest 25% - X Math Imp. of Lowest 25% - X Rdg. AMO – 64 Math AMO– 53 2012 – B READ Satisfactory or Higher, 51% MATH Satisfactory or Higher, 50% Rdg. Lrg. Gains, 66 Pts. Math Lrg. Gains, 52 Pts READ Gains Lowest 25 - 72% MATH Gains of Lowest 25 - 62% Rdg. AMO – 60 Math AMO– 48 2011 – A READ. Proficiency, 49% MATH Proficiency 76% Rdg. Lrg. Gains, 51% Math Lrg. Gains, 74% Rdg. Imp. of Lowest 25 - 51% Math Imp. of Lowest 25 - 61% AYP, 79% Rdg. AMO – 56 Math AMO– 42 2010 – C READ. Proficiency, 48% MATH Proficiency, 79% Rdg. Lrg. Gains, 51% Math Lrg. Gains, 80% Rdg. Imp. of Lowest 25 - 44% Math Imp. of Lowest 25 - 71% AYP, 72% Rdg. AMO – 52 Math AMO– 37 2009 – B READ. Proficiency, 48% MATH Proficiency, 78% Rdg. Lrg. Gains, 53% Math Lrg. Gains, 77% Rdg. Imp. of Lowest 48% - X	

Math Imp. of Lowest 60% - X
AYP, 79%

David Brooks

Asst Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

Ed.D. – Education – (Organizational Leadership) NSU
 • MSc. – Specific Learning Disabilities (ESE) NSU
 • B.A. - Political Science/ Economics York University, Toronto
 Canada
 • Certification – Educational Leadership FIU

Performance Record

2013 – I
 READ Proficiency, 57%
 ALG I Proficiency, 55%
 GEO Proficiency 51%
 Rdg. Lrg. Gains, X
 Math Lrg. Gains, X
 Rdg. Imp. of Lowest 25% - X
 Math Imp. of Lowest 25% - X
 Rdg. AMO – 64
 Math AMO– 53
 2012 – B
 READ Satisfactory or Higher, 51%
 MATH Satisfactory or Higher, 50%
 Rdg. Lrg. Gains, 66 Pts.
 Math Lrg. Gains, 52 Pts
 READ Gains Lowest 25 - 72%
 MATH Gains of Lowest 25 - 62%
 Rdg. AMO – 60
 Math AMO– 48
 2011 – A
 READ. Proficiency, 49%
 MATH Proficiency 76%
 Rdg. Lrg. Gains, 51%
 Math Lrg. Gains, 74%
 Rdg. Imp. of Lowest 25 - 51%
 Math Imp. of Lowest 25 - 61%
 AYP, 79%
 Rdg. AMO – 56
 Math AMO– 42
 2010 – UNGRADED
 READ. Proficiency, X%
 MATH Proficiency, X%
 Rdg. Lrg. Gains, X%
 Math Lrg. Gains, X%
 Rdg. Imp. of Lowest 25% - X
 Math Imp. of Lowest 25% - X
 AYP, X%
 Rdg. AMO – X
 Math AMO– X
 2009 – UNGRADED
 READ. Proficiency, X%
 MATH Proficiency, X%
 Rdg. Lrg. Gains, X%
 Math Lrg. Gains, X%

Rdg. Imp. of Lowest 25% - X
Math Imp. of Lowest 25% - X
AYP, X%
Rdg. AMO – X
Math AMO– X

Alan Soriano

Asst Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

BS – English Education, FIU
 • MS – Educational Leadership, FIU

Performance Record

2013 – I
 READ Proficiency, 57%
 ALG I Proficiency, 55%
 GEO Proficiency 51%
 Rdg. Lrg. Gains, X
 Math Lrg. Gains, X
 Rdg. Imp. of Lowest 25% - X
 Math Imp. of Lowest 25% - X
 Rdg. AMO – 64
 Math AMO– 53

2012 – B
 READ Satisfactory or Higher, 51%
 MATH Satisfactory or Higher, 50%
 Rdg. Lrg. Gains, 66 Pts.
 Math Lrg. Gains, 52 Pts
 READ Gains Lowest 25 - 72%
 MATH Gains of Lowest 25 - 62%
 Rdg. AMO – 60
 Math AMO– 48

2011 – A
 READ. Proficiency, 49%
 MATH Proficiency 76%
 Rdg. Lrg. Gains, 51%
 Math Lrg. Gains, 74%
 Rdg. Imp. of Lowest 25 - 51%
 Math Imp. of Lowest 25 - 61%
 AYP, 79%
 Rdg. AMO – 56
 Math AMO– 42

2010 – C
 READ. Proficiency, 48%
 MATH Proficiency, 79%
 Rdg. Lrg. Gains, 51%
 Math Lrg. Gains, 80%
 Rdg. Imp. of Lowest 25 - 44%
 Math Imp. of Lowest 25 - 71%
 AYP, 72%
 Rdg. AMO – 52
 Math AMO– 37

2009 – C
 READ. Proficiency, 45%
 MATH Proficiency, 77%
 Rdg. Lrg. Gains, 51%
 Math Lrg. Gains, 75%
 Rdg. Imp. of Lowest 46% - X
 Math Imp. of Lowest 68% - X
 AYP, 85%

Instructional Coaches		
# Instructional Coaches		
# Receiving Effective rating or higher		
Instructional Coach Information:		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		
Classroom Teachers		
# of classroom teachers 166		
# receiving effective rating or higher 165, 99%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 63%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 162, 98%		
# ESOL endorsed 32, 19%		
# reading endorsed 13, 8%		
# with advanced degrees 82, 49%		
# National Board Certified 11, 7%		
# first-year teachers 2, 1%		
# with 1-5 years of experience 7, 4%		
# with 6-14 years of experience 69, 42%		
# with 15 or more years of experience 88, 53%		
Education Paraprofessionals		
# of paraprofessionals 22		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 22, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals		
# receiving effective rating or higher		
Teacher Recruitment and Retention Strategies		
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</p> <p>To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial</p>		

sessions taught by content experts in the following certification areas: Middle Grades English (grades 5-9)

- Middle Grades General Science (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Reading K-12
- Elementary Education (grades 1-6)
- Exceptional Student Education (ESE) K-12

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

Teachers with 1-3 years of teaching experience are paired with M. I. N. T. mentors who teach in the same subject matter or discipline. Mentors provide year round support.

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

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

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

The MTSS/RtI Leadership Team is an extension of the school's leadership team. The MTSS/RtI Leadership Team assists in gathering data and decision making with the School Improvement Plan (SIP). The team will meet on a bi-weekly basis to identify/discuss pertinent data and effective instructional strategies. The team will meet to identify professional development and resources necessary to meet student needs.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

- Manuel S. Garcia, Principal
- Alan Soriano, Assistant Principal for Curriculum
- David Brooks, Assistant Principal
- Carmen Molina-Churchman, Student Services Chairperson
- Roxanne Zwelling, Special Education Department Chairperson
- Sylvia Velazquez, English Language Learners Department Chairperson
- America Rivera, Math Department Chairperson
- Casandra Lacayo, English Department Chairperson
- Sebastian Verger, Social Studies Department Chairperson
- Jesus Llano, Science Department Chairperson
- Yvette Carrion, Reading Department Chair

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

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
 2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
 3. Hold regular team meetings.
 4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the 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 (e.g., behavior, attendance)

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional developmentcreate student growth trajectories in order to identify and develop interventions
2. Managed data will include:
 - Academic
 - FAIR assessment
 - Interim Assessments
 - State/Local Math and Science assessments
 - FCAT
 - Student grades
 - School site specific assessments
 - Behavior
 - Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Team climate surveys

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning,

- implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
 5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
 6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
 7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
 8. Communicating outcomes with stakeholders and celebrating success

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: 60

Strategy Purpose(s)

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

Strategy Description

Students will participate in afterschool and Saturday tutoring, as well as the push-in and pull-out models in the areas of Reading and Math to ensure academic success. Teachers will be provided with the opportunity to collaborate with peers and attend professional development activities that will strengthen their teaching.

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

FCAT and EOC data will be collected for all students who participate in pull-in, pull-out, and tutoring programs.

Who is responsible for monitoring implementation of this strategy?

Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Manuel Garcia	Principal
Alan Soriano	Assistant Principal for Curriculum
Yvette Carrion	Reading Department Chair
Gisselle Gonzalez	Media Specialist
Jack Mezzano	Fine Arts Department Chair
Peter Clouet	Technical Arts Department Chair
Jesus Llano	Science Department Chair
Sebastian Verger	Social Studies Department Chair
Ana Perez	Business Technology Department Chair
Casandra Lacayo	Language Arts Department Chair
Ileanna Llapur	Foreign Languages Department Chair

Mary Monaco	Advanced Academics Department Chair
Carmen Molina-Churchman	Student Services Department Chair
America Rivera	Mathematics Department Chair
Frank Rojas	Physical Education Department Chair
Sylvia Velazquez	ELL Department Chair
Roxanne Zwelling	SPED Department Chair
Katherine Rodriguez	Testing Department Chair
<p>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) At the initial meeting, a literacy concern is identified and an action plan for the school year is created to address this area of concern. Once a month the LLT meets to discuss and analyze the action plan's progress. In addition, other literacy initiatives/incentives are continuously conducted throughout the school year.</p>	
<p>What will be the major initiatives of the LLT this year? Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. This school year's major initiative is to promote a school-wide vocabulary plan to enhance students' vocabulary. Furthermore, the LLT will address student motivation by promoting literacy incentives. For example, students will be encouraged to use Reading Plus during the summer and they will be rewarded with a field trip when they return in the Fall. Finally, the LLT will also conduct various events to promote literacy throughout the school year, such as the Black History Read-In.</p>	
<p>Every Teacher Contributes to Reading Instruction</p>	
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student The Common Core Task Force is in charge of ensuring that every teacher in every department is infusing Common Core Literacy Standards in their classes. Professional Development has been provided and will be an on-going project that the Common Core task force will oversee and facilitate in order to provide our teachers with the best practices associated with the common core standards.</p>	
<p>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).</p>	
<p>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? The Student Services Department has developed numerous lessons with students, beginning in 9th grade, that assist them with the initial transition to high school, as well as providing the relevance between school, their courses and their future.</p>	
<p>How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? The articulation process allows students to choose a program of study that assists with career planning and that is personally meaningful. First, an Electives Fair promotes course selections and introduces students to the plethora of courses offered at G. Holmes Braddock. As part of the Subject Selection Process, students then choose a Major Area of Interest (MAI), which represents a career pathway or an area which the student selects based on strengths and interest. Major Areas of Interest include Business & Information Technology, Communication, Education, Fashion Design, Fine Arts,</p>	

Foreign Language, Health Science & Sports Medicine, Leadership Education, Music, Tech Arts, Social Science, and Theatre Arts & Dance. In addition, students have the opportunity to take advantage of career advisement using a computer based interest inventory, as well as, taking the ASVAB. By promoting Major Areas of Interest and career pathways, students will have a better understanding and appreciation of postsecondary opportunities, as well as follow a program of study that is personally meaningful.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

The High School Feedback Report 's latest data shows that G. Holmes Braddock Senior High School students are scoring slightly below district averages in many categories; specifically, percentage of graduates completing a college prep curriculum, Braddock 57.7% / District 67.1%; enrolled in Algebra I before 9th Grade, Braddock 23.2% / District 33.0%; completed at least one level 3 high school math course, Braddock 44.8% / District 51.1%; completed at least one level 3 high school science course, Braddock 42.8% / District 55.8%. A strategy to improve these statistics is to promote the Honors and Advanced Placement programs during articulation in order to acquire more potential students. In addition, offering more dual enrollment courses will also assist in increasing the number of students taking a college prep curriculums. The Advanced Placement and Dual Enrollment programs provide students with an opportunity to take college level courses. By completing the class and passing the corresponding exam, not only will students be provided with an opportunity to experience college level course work, but will be able to receive college credit for the course. We will continue to encourage students to part take and excel in AP and Dual Enrollment courses, and we will continue to further discuss such programs in order to continue improving upon them.

The High School Feedback Report also showed positive post secondary indicators for G. Holmes Braddock High School, scoring above district averages in some cases. For example, percentage of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010, Braddock 63.2% / District 55.3%; percentage of 2008 graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0, Braddock 82% / District 75.1%. This is highly attributed to the CAP Program. To continue these positive trends, the CAP program will aid students by preparing them for acceptance into postsecondary institutions. Throughout the school year, students will be given the opportunity to meet with college representatives from through the nation. College preparation will begin to be addressed in 9th grade and student services will help give students in a direction that guides students' strengths and interests. Furthermore, students will be informed about financial assistance opportunities as well as available scholarships.

In order to continue improving in the post secondary transition, G. Holmes Braddock will continue to better prepare students for postsecondary opportunities by maximizing the use of all available resources.

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	60%	57%	Yes	64%
American Indian				
Asian	83%	73%	Yes	85%
Black/African American	48%	60%	Yes	53%
Hispanic	59%	56%	Yes	63%
White	68%	68%	Yes	72%
English language learners	28%	22%	No	36%
Students with disabilities	43%	35%	No	48%
Economically disadvantaged	57%	53%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	432	26%	32%
Students scoring at or above Achievement Level 4	509	30%	32%

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>		19%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

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)	156	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	119	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	152	40%	46%

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.		68%	71%

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	482	60%	64%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
Area 3: Mathematics				
High School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	62%	Yes	53%
American Indian				
Asian		80%		
Black/African American	70%	78%	Yes	73%
Hispanic	47%	61%	Yes	52%
White	46%	71%	Yes	51%
English language learners	43%	43%	Yes	49%
Students with disabilities	40%	37%	No	46%
Economically disadvantaged	47%	59%	Yes	52%
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>		33%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		32%	
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.		53%	58%	
Algebra I End-of-Course (EOC) Assessment				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	267	41%	44%	
Students scoring at or above Achievement Level 4	94	14%	16%	
Geometry End-of-Course (EOC) Assessment				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	224	33%	37%	
Students scoring at or above Achievement Level 4	120	18%	19%	
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]		49%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%
Biology I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	320	41%	43%
Students scoring at or above Achievement Level 4	180	23%	24%
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)	50		60
Participation in STEM-related experiences provided for students	350	10%	11%
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	350	10%	11%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	96%
Students taking one or more advanced placement exams for STEM-related courses	248	7%	8%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	100	3%	4%
Passing rate (%) for students who take CTE-STEM industry certification exams		78%	79%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	350	7%	8%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	100	3%	4%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	99%
Students taking CTE industry certification exams	50	1%	2%
Passing rate (%) for students who take CTE industry certification exams		80%	81%
CTE program concentrators	1	1%	1%
CTE teachers holding appropriate industry certifications	5	5%	5%
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	322	10%	9%
Students in ninth grade with one or more absences within the first 20 days	289	30%	29%
Students in ninth grade who fail two or more courses in any subject	157	17%	16%
Students with grade point average less than 2.0	503	16%	15%
Students who fail to progress on-time to tenth grade	8	1%	1%
Students who receive two or more behavior referrals	816	25%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	840	25%	24%
Graduation			
	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	61	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	654	79%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	110	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	722	82%	84%
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).			
Describe parental involvement targets for your school			
See Title I Parental Improvement Plan (PIP)			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA.

Goal #2:

Increase the percentage of 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.

Goal #3:

Increase the percentage of Students scoring at or above 3.5

Goal #4:

Increase the percentage of students enrolled in target courses

Goal #5:

Increase percentage of 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.

Goal #6:

Increase percentage of students scoring satisfactory on the on the Algebra I EOC.

Goal #7:

Increase percentage of students scoring satisfactory on the Geometry EOC.

Goal #8:

Increase percentage of students scoring satisfactory on the Biology EOC.

Goal #9:

Increase the # of STEM related opportunities and courses for students.

Goal #10:

Increase the # of students enrolling in one or more CTE courses

Goal #11:

Maximize percentage of students scoring satisfactory on the US History EOC.

Goal #12:

Improve overall school student attendance and decrease the occurrences of behavior referrals in an effort to increase the percentage of students with grade point averages above a 2.0.

Goal #13:

Improve the percentage of the graduation rate.

Goals Detail

Goal #1: Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA

Resources Available to Support the Goal

- Teachers will utilize a Focus Calendar that address the underlying learning issue associated with Research Process, Information, Reading Application, Literary Analysis and Text Complexity
- Reciprocal teaching, analytical close reading, encouraging students to read a wide variety of text.
- Recommend students to the afterschool ELL Tutoring Academy.

Targeted Barriers to Achieving the Goal

- Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).
- ELL Students grapple with Organizing, synthesizing, analyzing, and evaluating the validity and reliability of information from primary and secondary sources in order to draw conclusions using a variety of techniques, and correctly use standardized citations
- Students with disabilities struggle with fluency and reading material at grade level. Our bottom 25% struggles with comprehension because of disfluency.

Plan to Monitor Progress Toward the Goal

Action:

Monitor Interim Assessment Progress Analyze Spring FCAT Reading Results

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim assessments and Spring FCAT 2.0

Goal #2: Increase the percentage of 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.

Targets Supported • Reading - Postsecondary Readiness

Resources Available to Support the Goal

- Practice SAT and ACT Assessments
- College Readiness Courses for remediation

Targeted Barriers to Achieving the Goal

- Students lack the background knowledge and test taking skills necessary to pass college readiness exams. Students lack critical thinking skills necessary for college-readiness.

Plan to Monitor Progress Toward the Goal

Action:

Monitor FDM reports to track and pinpoint juniors and seniors in need of college readiness status for articulations and testing.

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #3: Increase the percentage of Students scoring at or above 3.5

Targets Supported • Writing

Resources Available to Support the Goal

- Implement the Common Core Task Force's CCSS Writing Across the Curriculum in all departments
- Pull-out program through elective courses will be utilized to tutor the lowest level writers who need additional instruction.

Targeted Barriers to Achieving the Goal

- Students lack the ability to incorporate specific details and support into their writing and lack strong word choice.

Plan to Monitor Progress Toward the Goal

Action:

Monitor implementation of the CCSS Plan Monitor progress of the District Pre and Post Writing assessments.

Person or Persons Responsible:

Administrative Team and all Department Chairs

Target Dates or Schedule:

October 2013 January 2014

Evidence of Completion:

Formative: Interim Assessments Summative: 2013 FCAT Writing

Goal #4: Increase the percentage of students enrolled in target courses

Targets Supported

- Math
- Math - High School
- Math - High School AMO's
-

Resources Available to Support the Goal

- Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations.
- Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

Targeted Barriers to Achieving the Goal • Students lack mathematical fluency and conceptual understanding of mathematics and its connection to real life situations.

Plan to Monitor Progress Toward the Goal

Action:

Monitor progress of Interim Assessments Evaluate SPRING FAA and EOC results.

Person or Persons Responsible:

Administrative Team and Math Department Chair

Target Dates or Schedule:

October 2013 January 2014 June 2014

Evidence of Completion:

Interim Assessments and Spring EOCs

Goal #5: Increase percentage of 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.

Targets Supported • Math - High School Postsecondary Readiness

Resources Available to Support the Goal • Practice SAT and ACT assessments
• Math for College Readiness Placement Courses
• SAT and ACT tutoring

Targeted Barriers to Achieving the Goal • Students lack mathematical fluency and problem solving skills.

Plan to Monitor Progress Toward the Goal

Action:

Monitor FDM reports to pinpoint students in need of 'college readiness" status for articulation and testing purposes in an effort to meet status.

Person or Persons Responsible:

Student Services and Administrative Team

Target Dates or Schedule:

December 2013 February 2014

Evidence of Completion:

Data reports

Goal #6: Increase percentage of students scoring satisfactory on the on the Algebra I EOC.

Targets Supported • Algebra 1 EOC

Resources Available to Support the Goal • Algebra I Tutoring opportunities
• Utilize Florida Achieves and Gizmos

Targeted Barriers to Achieving the Goal • Students lack conceptual understanding of mathematics and its connection to real life situations

Plan to Monitor Progress Toward the Goal

Action:

Monitor progress on Interim Assessments and evaluate results of EOCs

Person or Persons Responsible:

MTSS/RtI Team will meet with Dept. Chair to discuss progress.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim assessment reports Spring 2014 ALGEBRA I EOC

Goal #7: Increase percentage of students scoring satisfactory on the Geometry EOC.

Targets Supported • Geometry EOC

Resources Available to Support the Goal • Gizmos and Geometry EOC Florida Achieves

Targeted Barriers to Achieving the Goal • Students lack conceptual understanding of mathematics and its connection to real life situations

Plan to Monitor Progress Toward the Goal

Action:

Monitor Interim Assessment progress and evaluate EOC results

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

October 2013 January 2014 June 2014

Evidence of Completion:

Interim assessment and SPRING GEOMETRY EOC

Goal #8: Increase percentage of students scoring satisfactory on the Biology EOC.

Targets Supported • Science - High School
• Science - Biology 1 EOC

Resources Available to Support the Goal • Continued implementation of successful strategies with emphasis on Florida Achieves
• Utilize gizmos, hands on activities / labs

Targeted Barriers to Achieving the Goal • Gains last year may create a lack of measurable gain this year and A decrease from 27% (2012) to 23% (2013) obtaining scores of 4-5 indicates a lack of rigor in the advanced level classes

Plan to Monitor Progress Toward the Goal

Action:

Monitor Interim Assessment Data Evaluate EOC results

Person or Persons Responsible:

Administrative team and Science Department Head

Target Dates or Schedule:

October 2013 January 2014 June 2014

Evidence of Completion:

Interim assessments and Spring 2014 Biology EOC

Goal #9: Increase the # of STEM related opportunities and courses for students.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- 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.

Targeted Barriers to Achieving the Goal

- Few opportunities for advanced level STEM accelerated courses within school.

Plan to Monitor Progress Toward the Goal

Action:

Evaluate results of the STEM exam results

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

May 2014

Evidence of Completion:

Data reports

Goal #10: Increase the # of students enrolling in one or more CTE courses

Targets Supported

- CTE

Resources Available to Support the Goal

- Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment.
- Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources. Implement national standards for academies, such as, develop Industry /Community Advisory Board and hold regular meetings.

Targeted Barriers to Achieving the Goal

- Few opportunities for advanced level CTE accelerated courses within school.

Plan to Monitor Progress Toward the Goal

Action:

Evaluate results of the certification exams

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

May 2014

Evidence of Completion:

Data reports

Goal #11: Maximize percentage of students scoring satisfactory on the US History EOC.

Targets Supported • U.S. History EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Action:

routinely meet with target groups of defiant students. Monitor ISIS and COGNOS reports

Person or Persons Responsible:

Assistant Principals and Student services will

Target Dates or Schedule:

Monthly

Evidence of Completion:

ISIS and COGNOS reports.

Goal #12: Improve overall school student attendance and decrease the occurrences of behavior referrals in an effort to increase the percentage of students with grade point averages above a 2.0.

Targets Supported • EWS
• EWS - High School

Resources Available to Support the Goal • Utilize ISIS "At Risk Report" to identify and provide intervention to students at risk of dropping out.

Targeted Barriers to Achieving the Goal • The ELL and the "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.

Plan to Monitor Progress Toward the Goal

Action:

Monitor targeted groups and meet with students monthly.

Person or Persons Responsible:

Assistant Principals and Student Services

Target Dates or Schedule:

Monthly

Evidence of Completion:

ISIS and Gradebook Reports

Goal #13: Improve the percentage of the graduation rate.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- Meet with targeted students to discuss the school's established progression plan and to address student needs, specifically providing counseling and guidance after students have been suspended in efforts to reduce repeat behavior
- Identify students with a history of poor attendance and establish a school wide plan to monitor and provide assistance as necessary to these targeted groups.

Targeted Barriers to Achieving the Goal

- A target group of students who consistently defy school's code of conduct and policies and who are in jeopardy of not meeting graduation requirements..

Plan to Monitor Progress Toward the Goal

Action:

routinely meet with target groups of defiant students. Monitor ISIS and COGNOS reports

Person or Persons Responsible:

Assistant Principals and Student services will

Target Dates or Schedule:

Monthly

Evidence of Completion:

ISIS and COGNOS reports.

Action Plan for Improvement

Goal #1:	Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA.
Barrier #1:	Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).
Strategy #1 to Overcome the Barrier	Implement a plan to use text complexity during instructional time, school-wide. Develop and use an instructional

Step #1 to Implement Strategy #1

Action:

Diagnose using a benchmark assessment in Reading, monitor progress with Interim assessments and analyze results of Spring 2013 FCAT.

Person or Persons Responsible:

Department Chairs and teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interim Assessments Summative Assessments: Spring 2013 FCAT 2.0

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Monitor lesson planning and interim assessment administration

Person or Persons Responsible:

Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion

Curriculum maps and data reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Monitor progress of Interim assessments

Person or Persons Responsible:

Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #1:	Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA.
Barrier #1:	Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).
Strategy #2 to Overcome the Barrier	LLT will meet to discuss various ways to improve student comprehension of primary and secondary sources. Teachers will be trained on Reading Plus 4.0 in order to increase students' reading of primary and secondary sources Reading Plus student usage.

Step #1 to Implement Strategy #2 - Budget Item

Action:

FCAT 2.0 Tutoring

Person or Persons Responsible:

For all 9th and 10th grade students who wish to participate. Mandatory for 11th and 12th grade retakers.

Target Dates or Schedule:

Spring 2014

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Increase the percentage of 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.
Barrier #1:	Students lack the background knowledge and test taking skills necessary to pass college readiness exams. Students lack critical thinking skills necessary for college-readiness.
Strategy #1 to Overcome the Barrier	Enhance the rigor of the College-Readiness core courses by infusing Kaplan curriculum. Monitor college readiness progress of students using PERT and other assessments.

Step #1 to Implement Strategy #1 - Budget Item

Action:

SAT & ACT Tutoring to increase student participation and performance on College Readiness exams.

Person or Persons Responsible:

All juniors and seniors

Target Dates or Schedule:

8 weeks in the Fall/Spring and 8 weeks in the Winter/Spring

Evidence of Completion:

Student sign in sheets

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Monitor college readiness status of seniors

Person or Persons Responsible:

Students Services Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion

ISIS reports (SAT, ACT, and PERT reports)

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Monitor college readiness status

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #3:	Increase the percentage of Students scoring at or above 3.5
Barrier #1:	Students lack the ability to incorporate specific details and support into their writing and lack strong word choice.
Strategy #1 to Overcome the Barrier	During writing instruction students will practice using supporting details and providing facts and opinions that include anecdotes, real life examples, statistics, and concrete examples in order to develop elaboration.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Implementing CCSS across the curriculum

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Curriculum Maps and Lesson Plans

Facilitator:
Casandra Lacayo

Participants:
All teachers

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Improving instructional practices for writing.

Person or Persons Responsible:
Language Arts teachers

Target Dates or Schedule:
January 2014

Evidence of Completion:
Lesson plans and sign in sheets

Facilitator:
Casandra Lacayo

Participants:
Langauge Arts teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Monitor implementation of CCSS within their Deapartments

Person or Persons Responsible:
Department Heads

Target Dates or Schedule:
Quarterly

Evidence of Completion
Curriculum Maps and Lesson Plans

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Evaluate Writing progress

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Writing formative assesemnets

Goal #4:	Increase the percentage of students enrolled in target courses
Barrier #1:	Students lack mathematical fluency and conceptual understanding of mathematics and its connection to real life situations.
Strategy #1 to Overcome the Barrier	Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

PD for math teachers to improve instructional practices and increase student enrollment and performance in math courses.

Person or Persons Responsible:

Math Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson plans, curriculum maps, and sign-in sheets.

Facilitator:

Math Department Chair

Participants:

Teachers will participate in GIZMO, AgileMinds, and graphic calculator trainings.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Hold dept meetings to monitor fidelity of curriculum maps and progress monitoring assesments

Person or Persons Responsible:

Depart Chair

Target Dates or Schedule:

Monthly

Evidence of Completion

Curriculum maps and data reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Analyze interim assessment progress

Person or Persons Responsible:

DEPT Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #5:	Increase percentage of 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.
Barrier #1:	Students lack mathematical fluency and problem solving skills.
Strategy #1 to Overcome the Barrier	Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

Step #1 to Implement Strategy #1

Action:

Will follow a curriculum map in Math for College readiness courses

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson Plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Hold monthly meetings to monitor curriculum maps

Person or Persons Responsible:

Math Dept Chair

Target Dates or Schedule:

Monthly

Evidence of Completion

Lesson plans and curriculum maps

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Will evaluate progress of mini assessments

Person or Persons Responsible:

Math Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #6:	Increase percentage of students scoring satisfactory on the on the Algebra I EOC.
Barrier #1:	Students lack conceptual understanding of mathematics and its connection to real life situations
Strategy #1 to Overcome the Barrier	Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations. Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

Step #1 to Implement Strategy #1

Action:

Monitor lesson planning

Person or Persons Responsible:

Math Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Curriculum maps

Step #2 to Implement Strategy #1 - Budget Item

Action:

Algebra I Tutoring

Person or Persons Responsible:

All students in need of Algebra I tutoring.

Target Dates or Schedule:

12 weeks prior to Algebra I EOC

Evidence of Completion:

Sign-in sheets

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Monitor Lesson plans and interim assessment data for fidelity

Person or Persons Responsible:

Math Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion

Curriculum maps and data reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Evaluate Interim assessment progress

Person or Persons Responsible:

Math Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #7:	Increase percentage of students scoring satisfactory on the Geometry EOC.
Barrier #1:	Students lack conceptual understanding of mathematics and its connection to real life situations
Strategy #1 to Overcome the Barrier	Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

Step #1 to Implement Strategy #1

Action:

Will follow curriculum map

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Facilitate meetings and monitor curriculum design

Person or Persons Responsible:

Department Chair

Target Dates or Schedule:

Monthly

Evidence of Completion

curriculum maps

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Will evaluate progress of interim assessments

Person or Persons Responsible:

Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #8:	Increase percentage of students scoring satisfactory on the Biology EOC.
Barrier #1:	Gains last year may create a lack of measurable gain this year and A decrease from 27% (2012)to 23% (2013) obtaining scores of 4-5 indicates a lack of rigor in the advanced level classes
Strategy #1 to Overcome the Barrier	Increase the rigor in the advanced level Biology courses.

Step #1 to Implement Strategy #1

Action:

Will follow curriculum maps

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:

Will hold Dept meetings to assist teachers with use of resources and discuss classroom rigor

Person or Persons Responsible:

Science Dept Chair

Target Dates or Schedule:

MOonthly

Evidence of Completion

Curriculum maps

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:

Analyze interim progress data

Person or Persons Responsible:

Science Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessment data reports

Goal #9:	Increase the # of STEM related opportunities and courses for students.
Barrier #1:	Few opportunities for advanced level STEM accelerated courses within school.
Strategy #1 to Overcome the Barrier	Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase STEM enrollment.

Step #1 to Implement Strategy #1

Action:

Will analyze strategies for enhancing CTE courses

Person or Persons Responsible:

STEM Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:

Will evaluate curriculum maps and analyze progress towards certification exams

Person or Persons Responsible:

STEM Department Chair

Target Dates or Schedule:

Quartely

Evidence of Completion

Data reports of formative assessments

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:

Analyze progress of STEM exams

Person or Persons Responsible:

STEM Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #10:	Increase the # of students enrolling in one or more CTE courses
Barrier #1:	Few opportunities for advanced level CTE accelerated courses within school.
Strategy #1 to Overcome the Barrier	Academy committee sets up timeline of plan, meets regularly to monitor and review implementation of academies or plan for new academy. They also monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses.

Step #1 to Implement Strategy #1

Action:

Will analyze strategies for enhancing CTE courses

Person or Persons Responsible:

Academy

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:

Will evaluate curriculum maps and analyze progress towards certification exams

Person or Persons Responsible:

CTE Department Chair

Target Dates or Schedule:

Quartely

Evidence of Completion

Data reports of formative assessments

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:

Analyze progress of CTE practice exams

Person or Persons Responsible:

CTE Dept Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #12:	Improve overall school student attendance and decrease the occurrences of behavior referrals in an effort to increase the percentage of students with grade point averages above a 2.0.
Barrier #1:	The ELL and the "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.
Strategy #1 to Overcome the Barrier	Identify and meet with ELL and at-risk students and their parents to discuss graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs.

Step #1 to Implement Strategy #1

Action:

Will identify and meet with identified and targeted "at-risk" students.

Person or Persons Responsible:

Student Services Department

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students conferences

Step #2 to Implement Strategy #1

Action:

Will identify and meet with identified and targeted "at-risk" students.

Person or Persons Responsible:

Student Services Department

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students conferences

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #12

Action:

Will follow-up and monitor student conferences are taking place

Person or Persons Responsible:

Student Services Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #12

Action:

Will evaluate attendance and grade reports of "at-risk" students

Person or Persons Responsible:

Student Services Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

Goal #13:	Improve the percentage of the graduation rate.
Barrier #1:	A target group of students who consistently defy school's code of conduct and policies and who are in jeopardy of not meeting graduation requirements..
Strategy #1 to Overcome the Barrier	Identify and meet seniors who are in jeopardy of not meeting the graduation requirements.

Step #1 to Implement Strategy #1

Action:

Will identify and meet students

Person or Persons Responsible:

Counselors

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student conferences

Step #2 to Implement Strategy #1

Action:

Will identify and meet students

Person or Persons Responsible:

Counselors

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student conferences

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #13

Action:

Will meet monthly with counselors to evaluate progress

Person or Persons Responsible:

Student Services Dept Chair

Target Dates or Schedule:

Monthly

Evidence of Completion

Data reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #13

Action:

Will evaluate the progress of students meeting graduation requirements

Person or Persons Responsible:

Student Services Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your 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 CHEAD (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 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 (9-12)
- parent outreach activities (9-12) 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 (9-12)
- reading and supplementary instructional materials (9-12)
- cultural supplementary instructional materials (9-12)
- 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 (9-12, 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 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless 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.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District.

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

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:

Goal #3: Increase the percentage of Students scoring at or above 3.5

Barrier #1: Students lack the ability to incorporate specific details and support into their writing and lack strong word choice.

Strategy #1: During writing instruction students will practice using supporting details and providing facts and opinions that include anecdotes, real life examples, statistics, and concrete examples in order to develop elaboration.

Action Step #1: Implementing CCSS across the curriculum

Facilitator leader

Casandra Lacayo

Participants

All teachers

Target dates or schedule

Quarterly

Evidence of Completion and Person Responsible for Monitoring

Curriculum Maps and Lesson Plans

(Person Responsible: Teachers)

Action Step #2: Improving instructional practices for writing.

Facilitator leader

Casandra Lacayo

Participants

Language Arts teachers

Target dates or schedule

January 2014

Evidence of Completion and Person Responsible for Monitoring

Lesson plans and sign in sheets

(Person Responsible: Language Arts teachers)

Goal #4: Increase the percentage of students enrolled in target courses

Barrier #1: Students lack mathematical fluency and conceptual understanding of mathematics and its connection to real life situations.

Strategy #1: Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations.

Action Step #1: PD for math teachers to improve instructional practices and increase student enrollment and performance in math courses.

Facilitator leader

Math Department Chair

Participants

Teachers will participate in GIZMO, AgileMinds, and graphic calculator trainings.

Target dates or schedule

Quarterly

Evidence of Completion and Person Responsible for Monitoring

Lesson plans, curriculum maps, and sign-in sheets.

(Person Responsible: Math Dept Chair)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA.	\$1
Goal #2	Increase the percentage of 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.	\$2
Goal #6	Increase percentage of students scoring satisfactory on the on the Algebra I EOC.	\$720
	Total	\$723

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
Title I	\$721	\$721
EESAC	\$2	\$2
Total	\$723	\$723

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

Goal #1: Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA.

Barrier #1: Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).

Strategy #2: LLT will meet to discuss various ways to improve student comprehension of primary and secondary sources. Teachers will be trained on Reading Plus 4.0 in order to increase students' reading of primary and secondary sources Reading Plus student usage.

Action Step #1: FCAT 2.0 Tutoring

Resource Type Evidence-Based Program

Resource Tutoring program will be implemented 12 weeks prior to FCAT and students will meet tutor twice a week for one hour.

Funding Source Title I

Amount Needed \$1

Goal #2: Increase the percentage of 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.

Barrier #1: Students lack the background knowledge and test taking skills necessary to pass college readiness exams. Students lack critical thinking skills necessary for college-readiness.

Strategy #1: Enhance the rigor of the College-Readiness core courses by infusing Kaplan curriculum. Monitor college readiness progress of students using PERT and other assessments.

Action Step #1: SAT & ACT Tutoring to increase student participation and performance on College Readiness exams.

Resource Type Evidence-Based Program

Resource Tutoring program will consist of 8-week programs that meet twice a week (once for English and once for Math).

Funding Source EESAC

Amount Needed \$2

Goal #6: Increase percentage of students scoring satisfactory on the on the Algebra I EOC.

Barrier #1: Students lack conceptual understanding of mathematics and its connection to real life situations

Strategy #1: Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations. Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

Action Step #2: Algebra I Tutoring

Resource Type Evidence-Based Program

Resource Tutoring program will consist of 2 hours a week of Algebra I tutoring for 12 weeks prior to Algebra I EOC.

Funding Source Title I

Amount Needed \$720