2013-2014 SCHOOL IMPROVEMENT PLAN

Richmond Heights Middle School

15015 SW 103RD AVE

Miami, FL 33176

305-238-2316

http://rhms.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Richmond Heights Middle School

Principal
Kristal Hickmon B

School Advisory Council chair
Lois Seaman

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

Name	Title
Desiree Sardo	Assistant Principal
Patrick Burrows	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support-1, student – 1, BCR – 4, Alternate Teacher-2

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for final decision-making at the school as it relates to implementation of the provision of the state system of improvement and accountability. The EESAC reviewed the School Improvement Plan, discussed the strategies chosen by content area members as recommended by the curriculum support specialists and instructional coach to yield the greatest academic improvement. Ideas regarding how to best motivate students, involve parents for support of school initiatives and sustain a high level of teacher morale as means of maintaining a culture of high student performance are discussed.

Activities of the SAC for the upcoming school year

Ensuring that ETO systems and structures are adhered to by members of their respective content areas and teams. Strategizing on operational procedures designed to enhance the delivery of instructional

programs and initiatives will also be a function of the EESAC. Brainstorming ideas for student motivation such as academic competitions, achievement recognition and attendance challenges will take place. EESAC members will regularly review Interim Assessment data, discuss the implications and impact on school operations, cultures and norms and make recommendations for maintaining a school culture of high expectations and high academic performance. Members will review the school budget and make recommendations and suggestions for modifications where deemed appropriate.

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

$500- Reading Plus student incentives,
$250- Attendance challenge and
$500 - Honor roll assemblies.
$500- Books for FCAT Language Arts

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

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

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

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kristal Hickmon B		
Principal	Years as Administrator: 17	Years at Current School: 5

Credentials	Chemistry, Biology, Middle Grades, School Principal
Performance Record	2013 – School Grade Rdg. Proficiency, 47% Math Proficiency, 37% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –57 Math AMO– 52 2012 –School Grade Rdg. Proficiency, 54% Math Proficiency, 43% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –52 Math AMO– 47 '11 '10 School Grade C B High Standards Rdg. 63 60 High Standards Math 55 55 Lrng Gains-Rdg. 62 64 Lrng Gains-Math 65 68 Gains-Rdg-25% 71 65 Gains-Math-25% 63 69

Patrick Burrows		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Master in VE, Specialist Ed Leadership Physical Education, Ed. Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 30% Math Proficiency, 46% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 80 points Rdg. AMO –38 Math AMO– 36 2012 –School Grade Rdg. Proficiency, 33% Math Proficiency, 39% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –40 Math AMO– 39 '11 '10 '09 School Grade A B C High Standards Rdg. 29 60 53 High Standards Math 60 55 49 Lrng Gains-Rdg. 45 64 30 Lrng Gains-Math 68 68 65 Gains-Rdg-25% 49 69 76 Gains-Math-25% 57 69 76

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Danielle Ellis		
Full-time / School-based	Years as Coach: 3	Years at Current School: 16
Areas	Reading/Literacy	
Credentials	English, Reading, MG English, Ed Leadership	
Performance Record	2013 – School Grade Rdg. Proficiency, 47% Math Proficiency, 37% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –57 Math AMO– 52 2012 –School Grade Rdg. Proficiency, 54% Math Proficiency, 43% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –52 Math AMO– 47 '11 School Grade C High Standards Rdg. 63 High Standards Math 55 Lrng Gains-Rdg. 62 Lrng Gains-Math 65 Gains-Rdg-25% 71 Gains-Math-25% 63	

John Crary		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelors Business Admin, Masters in Science of Education. Masters in Public Administration Elm Ed, MG Math	
Performance Record	The 2013-14 school year is Mr. Cary's first as a content area coach. Performance record as a teacher is unavailable.	

Cyd Heyliger-Brown

Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Science
Credentials	Elem Ed, Ed Leadership
Performance Record	The 2013-14 school year is Ms. Browne's first year as Science Coach at Richmond Heights Middle School. Prior to this, her most recent assignment was working with elementary students.

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
91%

 # certified in-field
33, 100%

 # ESOL endorsed
12, 36%

 # reading endorsed
8, 24%

 # with advanced degrees
24, 73%

 # National Board Certified
1, 3%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
1, 3%

 # with 6-14 years of experience
19, 58%

 # with 15 or more years of experience
20, 61%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

1. Encourage faculty to complete Clinical Supervision course so that more interns can be trained and consequently hired at Richmond Middle.
(Ms. Hickmon)
2. Provide appropriate and desired professional development for teachers so that they have a good teaching experience at the school and will choose to remain.
(Danielle Ellis, John Crary, Cyd Brown)

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

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

Currently there are 2 first year teachers, and only 1 teacher with less than 5 years of experience. New teachers are supported through both departmental and team planning sessions.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The Richmond Heights Middle School's MTSS/RtI Leadership Team will include the following personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Kristal Hickmon – (Principal)
• Desiree Sardo, Patrick Burrows (Assistant Principals)
• Danielle Ellis (Reading Coach)
• John Crary (Math Coach)
• Cyd Brown (Science Coach)
• Marlene Harris (SPED Chairperson)
• Angela Bevilacqua (Guidance Counselor)
• School Psychologist
• Tamara Monroe (Magnet Lead Teacher)
• Lois Seaman (Language Arts Department Chairperson)
• Ebonie Battle-Williams (Science Department Chairperson)
• Brenda Woodson (Math Department Chairperson & Middle School Coordinator)
• April Garrett (Social Studies Department Chairperson)

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

The Richmond Heights Middle School's MTSS/RtI Leadership Team will meet with the principal, and the Educational Excellence School Advisory Council (EESAC) to help monitor the fidelity of the schools MTSS and SIP . The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

Data will be used to guide instructional decisions and system procedures for all students to:
1.Adjust the delivery of curriculum and instruction to meet the specific needs of students.
2.Adjust the delivery of behavior management system.
3.Adjust the allocation of school-based resources.
4.Drive decisions regarding targeted professional development..
5.Create student growth trajectories in order to identify and develop interventions.
Managed data will include:
Academic
FAIR assessment
Interim Assessments
State/Local Math and Science Assessments
FCAT
CELLA
Student Grades
School site specific assessments
Behavior
Student Case Management System
Detentions
Suspensions/expulsions
Referrals by student behavior, staff behavior, and administrative context

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

The MTSS support plan includes:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvements efforts.
2. Alignment of policies and procedures across classroom, grade, building, district and state levels.
3. Ongoing efficient facilitation and accurate use of 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 aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 27,000

The Read 2 Succeed after school program is designed to enrich what students have learned during their school day. Students will receive instruction in Reading, Language Arts, Mathematics, and Science by Florida Certified Teachers and/or paraprofessionals. In addition, students will participate in outdoor activities such as physical education, arts and crafts, and social skill building exercises. Students are also provided a snack

Strategy Purpose(s)

* Enrichment activities that contribute to a well-rounded education

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

Data will be collected after each district and school wide level assessment. The administrative staff and academic coaches will disaggregate the data to determine the weakest benchmark and provide the information to the Read 2 Succeed staff.

Who is responsible for monitoring implementation of this strategy?

The principal.

Literacy Leadership Team (LLT)

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

Name	Title
Kristal Hickmon	Principal
Patrick Burrows	Assistant Principal
Desiree Sardo	Assistant Principal
Danielle Ellis	Reading Coach
Lois Seaman	Language Arts Dept Chair
Brenda Woodson	Math Dept Chair
April Garrett	Social Studies Dept Chair
Ebonie Battle-Williams	Science Dept Chair
Angela Bevilacqua	Counselor
Tamara Monroe	Magnet Lead Teacher
April Garrett	Social Studies Department Chair
John Crary	Math Coach
Cyd Heyliger-Browne	Science Coach

How the school-based LLT functions

The Literacy Leadership Team will meet twice per month. Initial meetings held in the summer focused on the School Improvement Plan and its implications for the upcoming school year. The main focus was how to incorporate the CRRP across all disciplines. As the year progresses, the various initiatives will be revisited as data is monitored to determine if adjustments or changes are necessary.
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual 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 at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Major initiatives of the LLT

The major initiatives of the LLT will be to ensure that ETO systems and structures are adhered to by members of their respective content areas and teams. Members of the LLT will be charged with monitoring the implementation of strategies as set forth in the Implementation Plans. Additionally, it is expected that members will be the faculty members who will master such strategies and serve as additional support for those in need of assistance. LLT members will also assist with providing professional development as well as supply feedback regarding the intermittent effectiveness of our school improvement efforts.

Every Teacher Contributes to Reading Instruction

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

The teachers use reading strategies designed to assist students in accessing the content area information. Word walls are utilized across all classes to assist students with vocabulary development. teachers are encouraged to establish a print rich environment within their classrooms. Common reading across the content area strategies have been selected to implement school-wide which are WIN, CPR and Radar. The reading coach will assist all content area teachers in how to implement research based strategies into their lessons.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

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

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

Through the collaborative approach of the interdisciplinary teams, students at RHMS are afforded the opportunity to make cross curricular connections within subject areas. Teachers also plan together to find the commonalities within their subject matter in order to ensure that students receive subject specific perspectives of the topic and are able to discern the similarities and differences. Additionally within the zoology magnet, animals are studied within the context of the zoo which allows for a variety of real world applications to be examined. The same applies for our agricultural science class.

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

Academic and career planning is included in all Civics courses. The counselor will conduct classroom lessons related to career planning and assist in the development of the master schedule. The Zoo magnet offers courses directly related to careers in Zoological field.

Strategies for improving student readiness for the public postsecondary level

Some of the strategies include the Iprep coursework for all levels of mathematics. The IPrep approach to teaching mathematics develops independent and critical thinking through the use of project based learning and the use of real world technology. In addition, the school offers Cambridge courses designed to encourage critical thinking and include an internationally recognized series of assessments to monitor

mastery of content material. Students in the Zoology magnet study high levels of science and are afforded frequent opportunities to apply their knowledge in real life situations while conducting on site research at Zoo Miami, Monkey Jungle, Everglades National Forest, the Dolphin Research Center and Biscayne Nature Center.

Expected Improvements

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	57%	47%	No	61%
American Indian		0%		
Asian		0%		
Black/African American	48%	39%	No	53%
Hispanic	63%	55%	No	67%
White	84%	62%	No	86%
English language learners	43%	30%	No	48%
Students with disabilities	35%	17%	No	42%
Economically disadvantaged	55%	45%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	29%	33%
Students scoring at or above Achievement Level 4	97	17%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	22	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	20%	28%

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.			

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	78	31%	38%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	37%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	43%	30%	No	49%
Hispanic	57%	45%	No	61%
White	73%	41%	No	75%
English language learners	40%	30%	No	46%
Students with disabilities	33%	11%	No	40%
Economically disadvantaged	50%	36%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	19%	24%
Students scoring at or above Achievement Level 4	28	6%	8%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		94%	95%
Middle school performance on high school EOC and industry certifications		88%	89%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	56%	56%
Students scoring at or above Achievement Level 4	28	31%	32%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	16%	21%
Students scoring at or above Achievement Level 4	39	16%	18%

Florida Alternate Assessment (FAA)

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

High School Science

Florida Alternate Assessment (FAA)

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

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)	160		80
Participation in STEM-related experiences provided for students	196	35%	45%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	15%	14%
Students who fail a mathematics course	36	6%	5%
Students who fail an English Language Arts course	17	3%	2%
Students who fail two or more courses in any subject	28	5%	4%
Students who receive two or more behavior referrals	211	37%	36%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	237	40%	39%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The data from 2013 Reading FCAT 2.0 indicate that 57% of students scored at level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is for at least 61% of our students to score at Level 3 or above.

G2. The data from the 2013 FCAT 2.0 Writing indicate that 31% of our students scored at 3.5 or above . The goal for the 2014 FCAT 2.0 Writing is an increase of 14 percentage points for a total of 55%.

G3. Results of the 2013 Mathematics FCAT 2.0 indicate that 52% of students scored at Level 3 . The target for the 2013-2014 mathematics FCAT 2.0 is 57% of students scoring at Level 3 or above, an increase of twenty percentage points..

G4. By ensuring that all Level 3 mathematics students are enrolled in Algebra I or Geometry (if applicable), an increase of 3 points will be acquired in the rate of participation. This will result in a acceleration score of 94 points.

G5. A total of 44 points were earned in the Acceleration Performance portion of the 2012-2013 Algebra I EOC. An increase in the number of students passing the 2014 EOC by 6 points.

G6. Students scoring at 3 or above on the 2014 Geometry EOC assessment will remain at 100%.

G7. The 2012-13 Science FCAT 2.0 indicates that the number of students scoring at Level 3 or above was 33%. Increasing the number of students scoring Level 3 or above by 10 percentage points to 43% on the 2013-2014 Science FCAT 2.0 is the goal.

G8. Maintain the enrollment of the zoology magnet program at its maximum capacity, providing high level accelerated science related curriculum and experiences to its participants.

G9. Acquiring industry certification for teachers who are certified in a subject area with CTE in order to offer a CTE course is the goal.

G10. The 2013-2014 Civics EOC results indicating 50% of students taking the test scored Level 3 or above is the goal..

G11. Attendance data along with suspension data identifies students who display early warning indicators. Reduction in the number of incidents for these students by 5 (days absent or days suspended) over the course of a year.

Goals Detail

G1. The data from 2013 Reading FCAT 2.0 indicate that 57% of students scored at level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is for at least 61% of our students to score at Level 3 or above.

Targets Supported

Resources Available to Support the Goal
- 1. Reading Coach
- 2. School site Professional Learning Communities (PLC)
- 3. Educational Transformation Office(ETO) provided pacing guides
- 4. ETO curriculum support specialist
- 5. ETO literacy instructional review with action plan
- 6. Read 2 Succeed after school program
- 7. School wide utilization of the Reading Plus program and incentives
- 8. Intensive Reading Plus courses for students scoring at a level 1 & 2
- 9. Content area reading strategies
- 10. Florida Focus Achieves
-

Targeted Barriers to Achieving the Goal
- According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students scoring at an Achievement Level 3 is Reporting Category 2 –Reading Application
- According to the 2013 FCAT 2.0 Reading results, students scoring at or above achievement level 4 in Reading area in need of improvement is Reporting category 4 – Informational Text/ Research Process.
- According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students making learning gains is Reporting Category 2 –Reading Application
- According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students in the lowest quartile is Reporting Category 2 –Reading Application
- English Language Learners need additional practice with listening and speaking the academic language
- English Language Learners need additional practice to develop academic vocabulary.
- English Language Learners need additional practice writing in standard English.
- The results of the 2013 FCAT Reading Test indicate that no subgroup met AMO target for the 2013 school year.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G2. The data from the 2013 FCAT 2.0 Writing indicate that 31% of our students scored at 3.5 or above . The goal for the 2014 FCAT 2.0 Writing is an increase of 14 percentage points for a total of 55%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach
- Anchor Papers
- Individual results of 2013 FCAT 2.0 writing assessments

Targeted Barriers to Achieving the Goal
- According to the 2012 FCAT 2.0 Writes results, an area in need of improvement is Language Conventions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G3. Results of the 2013 Mathematics FCAT 2.0 indicate that 52% of students scored at Level 3 . The target for the 2013-2014 mathematics FCAT 2.0 is 57% of students scoring at Level 3 or above, an increase of twenty percentage points..

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)

Resources Available to Support the Goal

- Math Coach
- Edmodo
- Florida Focus Achieves
- GIZMO's
- Reflex
- FCAT Explorer
- Discovery Education
- Compass Learning
- Fluency Sprints
- Wylie's Warmups's
- FCAT Task Cards
- Step it up problem solving protocol

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Mathematics Grade 6 results, an area in need of improvement for students scoring a level 3 is Geometry & Measurement
- According to the 2013 FCAT 2.0 Mathematics Grade 7 results, an area in need of improvement for students scoring a level 3 is Number: Base 10
- According to the 2013 FCAT 2.0 Mathematics Grade 8 results, an area in need of improvement for students scoring a level 3 is Geometry & Measurement
- According the 2013 FCAT 2.0 Math exam, no subgroup met AMO targets for the 2012-2013 school year.
- According to the 2013 FCAT 2.0 Math exam, an area in need of improvement for students scoring a level 4 and above is Geometry and Measurement.
- According to the 2013 FCAT 2.0 Math exam, an area in need of improvement for students making learning gains in math is Geometry and Measurement.
- According to the 2013 FCAT 2.0 Math exam, an area in need of improvement for students in the bottom quartile making learning gains in math is fluency with basic mathematical concepts.

Plan to Monitor Progress Toward the Goal

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G4. By ensuring that all Level 3 mathematics students are enrolled in Algebra I or Geometry (if applicable), an increase of 3 points will be acquired in the rate of participation. This will result in a acceleration score of 94 points.

Targets Supported

Resources Available to Support the Goal

- Math Coach

- Edmodo

- Interactive Journaling

- Student Data Tracking

- Step it up problem solving

Targeted Barriers to Achieving the Goal

- According to the 2013 acceleration points, only 94 percent of level 3 students participated in a course with an End of Course exam.

- According to the 2013 EOC exam, only 88% of the students passed an End of Course exam.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G5. A total of 44 points were earned in the Acceleration Performance portion of the 2012-2013 Algebra I EOC. An increase in the number of students passing the 2014 EOC by 6 points.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Math Coach
- Compass Learning
- Interactive Journaling
- Data Tracking
- Math Coach
- Compass Learning
- Interactive Journaling
- Data Tracking
- Math Coach
- Compass Learning
- Interactive Journaling
- Data Tracking

Targeted Barriers to Achieving the Goal
- According to the 2013 Algebra I EOC, an area in need of improvement is Polynomials.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G6. Students scoring at 3 or above on the 2014 Geometry EOC assessment will remain at 100%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Math Coach
- Compass Learning

Targeted Barriers to Achieving the Goal
- According to the 2013 Geometry EOC, an area in need of improvement is Trigonometry and Discrete mathematics.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G7. The 2012-13 Science FCAT 2.0 indicates that the number of students scoring at Level 3 or above was 33%. Increasing the number of students scoring Level 3 or above by 10 percentage points to 43% on the 2013-2014 Science FCAT 2.0 is the goal.

Targets Supported
- Science
- Science - Middle School
- STEM

Resources Available to Support the Goal
- Science Coach
- Gradual Release Instructional Framework
- Reading in the Content Area
- Common Planning
- Interactive Science notebooks

Targeted Barriers to Achieving the Goal
- According to the 2013 FCAT 2.0 Science Grade 8 results, an area in need of improvement is Nature of Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G8. Maintain the enrollment of the zoology magnet program at its maximum capacity, providing high level accelerated science related curriculum and experiences to its participants.

Targets Supported
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Resources at the Miami Zoo

Targeted Barriers to Achieving the Goal
- The student population has declined school-wide and also in the Zoology program for the past 5 years.

Plan to Monitor Progress Toward the Goal

Compare the number of applicants monthly during the same time period as the previous year.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Spreadsheet

G9. Acquiring industry certification for teachers who are certified in a subject area with CTE in order to offer a CTE course is the goal.

Targets Supported
- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Currently 0 teachers have credentials to teach an Industry Certification Course

Plan to Monitor Progress Toward the Goal

Monitored through the development of the master schedule

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
master schedule

G10. The 2013-2014 Civics EOC results indicating 50% of students taking the test scored Level 3 or above is the goal..

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Reading Coach
- Social Studies Department Chair
- Icivics

Targeted Barriers to Achieving the Goal
- According to the 2013 Civics Baseline exam, 0% of the students scored proficient.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G11. Attendance data along with suspension data identifies students who display early warning indicators. Reduction in the number of incidents for these students by 5 (days absent or days suspended) over the course of a year.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- District online monitoring systems

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 15% of the students missed 10% or more of available Instructional time.
- During the 2012-2013 school year, 37% of the students received 2 or more behavior referrals.
- During the 2012-2013 school year, 5% of the student failed two or more courses.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible
Admnistrative Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
A decrease EWS indicators

Action Plan for Improvement

Problem Solving Key

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

G1. The data from 2013 Reading FCAT 2.0 indicate that 57% of students scored at level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is for at least 61% of our students to score at Level 3 or above.

G1.B1 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students scoring at an Achievement Level 3 is Reporting Category 2 –Reading Application

G1.B1.S2 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Reading coach will provide teachers with effective vocabulary strategies and model the activities for teachers need assistance.

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work, district interim assessments

Facilitator:

Reading Coach

Participants:

Reading Coach, Teachersw

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Classroom walkthroughs, lesson plans, interim assessment data

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi Monthly

Evidence of Completion

Lesson plans, classroom walkthroughs, assessment data

G1.B1.S3 Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model.

Action Step 1

The reading coach will model the explicit model of instruction to teachers.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches log, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs, lesson plan, assessment data

Plan to Monitor Effectiveness of G1.B1.S3

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Evidence of Completion

assessment data

G1.B2 According to the 2013 FCAT 2.0 Reading results, students scoring at or above achievement level 4 in Reading area in need of improvement is Reporting category 4 – Informational Text/Research Process.

G1.B2.S2 Infuse a variety of High Order Thinking Strategies into the Delivery of Instruction in Reading and Writing in the lesson and the instructional delivery that supports critical thinking, problem-solving and student accountable talk.

Action Step 1

The reading coach will assist teachers develop higher order thinking strategies and how to infuse those strategies into their lesson plans.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom walkthroughs

Facilitator:

Reading Coach

Participants:

Reading Coach and teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Following the FCIM, lesson plans and assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Lesson plans, interim assessment data

Plan to Monitor Effectiveness of G1.B2.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B3 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students making learning gains is Reporting Category 2 –Reading Application

G1.B3.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Reading coach will identify then disseminate effective reading comprehension and writing strategies to staff members during PLC and Common Planning Sessions.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Professional Development sign in sheets

Facilitator:

Reading Coach

Participants:

Reading Coach

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

Following the FCIM, the most recent assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk throughs, lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

School and district assessment data

G1.B3.S2 Incorporate explicit systematic instruction in all core content areas through the Gradual Release Model

Action Step 1

The reading coach will model the gradual release model in reading and content area classrooms

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, coaches log

Facilitator:

Reading Coach

Participants:

Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Distict and school assessment data

Plan to Monitor Effectiveness of G1.B3.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessment

G1.B4 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students in the lowest quartile is Reporting Category 2 –Reading Application

G1.B4.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

The reading coach will provide teachers with effective vocabulary strategies and model comprehension strategies for the teachers.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, coaching log, classroom walkthroughs

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

district and school assessment data

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

district and school assessment data

G1.B5 English Language Learners need additional practice with listening and speaking the academic language

G1.B5.S1 Students will listen to various presentations throughout the year by the teaching staff. Teachers will utilize buddy reading as a way to develop fluency.

Action Step 1

ESOL coordinator will visit students in the classroom to assist students understand the content material presented. Classroom teachers will provide opportunities to ELL students to develop fluency by utilizing the strategy Budddy Reading.

Person or Persons Responsible

ESOL Coordinator, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G1.B6 English Language Learners need additional practice to develop academic vocabulary.

G1.B6.S1 The following instructional strategies will be utilized to support vocabulary growth Frayer Model. Administration will designate a computer lab for ESOL students to use on a scheduled calendar and ELLs will complete two Achieve3000 activities on a weekly basis

Action Step 1

The Reading Coach will model the Frayer model to teachers of ELL students and help establish a computer lab schedule. The ESOL coordinator will assist students in the computer lab and any issues learning new vocabulary.

Person or Persons Responsible

ESOL Coordinator/ Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, computer lab schedule.

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G1.B7 English Language Learners need additional practice writing in standard English.

G1.B7.S1 The following instructional strategies will be utilized to support Writing: Use writing prompts, process writing and graphic organizers Evaluate and provide feedback for one writing assignment per month

Action Step 1

Reading coach and ESOL coordinator will work together to assist teachers and students with the writing process.

Person or Persons Responsible

ESOL Coordinator/

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G1.B8 The results of the 2013 FCAT Reading Test indicate that no subgroup met AMO target for the 2013 school year.

G1.B8.S1 Reading Plus will be used to provide individualized and differentiated practice in reading. A computer lab will be available after school 3 times a week for students who do not have computer and/or internet access at home. Also, an incentive plan will be used to encourage students to meet weekly goals set by the LLT.

Action Step 1

Reading coach will set up training for the Reading Plus program, establish goals for the students, and help monitor school wide progress.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

Facilitator:

Reading Plus Staff

Participants:

Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G2. The data from the 2013 FCAT 2.0 Writing indicate that 31% of our students scored at 3.5 or above . The goal for the 2014 FCAT 2.0 Writing is an increase of 14 percentage points for a total of 55%.

G2.B1 According to the 2012 FCAT 2.0 Writes results, an area in need of improvement is Language Conventions.

G2.B1.S1 Students will learn to edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Incorporate vocabulary lessons, which include prefixes, suffixes, Greek, and Latin root words.

Action Step 1

Conduct common planning sessions with the purpose of identifying common mistakes among pieces of writing and develop strategies to address student writing deficiencies

Person or Persons Responsible

Language Arts Department Chair, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G3. Results of the 2013 Mathematics FCAT 2.0 indicate that 52% of students scored at Level 3 . The target for the 2013-2014 mathematics FCAT 2.0 is 57% of students scoring at Level 3 or above, an increase of twenty percentage points..

G3.B1 According to the 2013 FCAT 2.0 Mathematics Grade 6 results, an area in need of improvement for students scoring a level 3 is Geometry & Measurement

G3.B1.S1 Students will use computer software with fidelity to improve skills such as finding perimeters and areas of two-dimensional figures. Strategies will include providing opportunities for students to determine missing dimensions, area, volume and utilizing graph paper.

Action Step 1

The math coach will model explicit instruction/gradual release model. In addition, the math coach, with assistance of the math department chair, will establish a schedule for the computer lab and assist teachers to access online resources

Person or Persons Responsible

Math Coach, Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab schedule

Facilitator:

Math Coach

Participants:

Math Coach, Math Department Chair

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B1.S1

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G3.B1.S2 Implement and monitor the effective use of Bell-to-Bell instructional routines that follows the model of Explicit Instruction/Gradual Release of Responsibility Model.

Action Step 1

The Math will lead professional learning communities and develop a bell to bell classroom framework, assist math teachers plan bell to bell lessons, and model the explicit instruction/gradual release model.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Agendas, lesson plans, coaching log

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

District and school level assessments

G3.B2 According to the 2013 FCAT 2.0 Mathematics Grade 7 results, an area in need of improvement for students scoring a level 3 is Number: Base 10

G3.B2.S1 Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follows the model of Explicit Instruction/Gradual Release of Responsibility Model. Students will also use computer software with fidelity to improve skills such as fluency with multiplying and dividing. Strategies will include providing opportunities for students to add, subtract, multiply & divide integers, fractions and terminating decimals.

Action Step 1

The math coach will model explicit instruction/gradual release model. In addition, the math coach, with assistance of the math department chair, will establish a schedule for the computer lab and assist teachers to access online resources.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Evidence of Completion

Coach Log, Lab Schedule

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B2.S1

Follow FCIM using the data from Interim and FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments- District Interim Assessment Summative Assessments- Results from the 2014 FCAT 2.0

G3.B3 According to the 2013 FCAT 2.0 Mathematics Grade 8 results, an area in need of improvement for students scoring a level 3 is Geometry & Measurement

G3.B3.S1 Implement and monitor the effective use of Bell-to-Bell instructional routines that follows the model of Explicit Instruction/Gradual Release of Responsibility Model. Students will use computer software with fidelity to improve skills such as using similar triangles to solve problems. Strategies will include providing opportunities for students to increase instruction in testing hypotheses through simulations generating data from real data to make predictions and understanding

Action Step 1

The math coach will model explicit instruction/gradual release model. In addition, the math coach, with assistance of the math department chair, will establish a schedule for the computer lab and assist teachers to access online resources

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Log, lab schedule

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G3.B4 According the 2013 FCAT 2.0 Math exam, no subgroup met AMO targets for the 2012-2013 school year.

G3.B4.S1 Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

Action Step 1

Math coach will lead professional learning communities and develop a bell to bell classroom framework, assist math teachers plan bell to bell lessons and model the explicit instruction/gradual release model.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, coaches log

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G3.B5 According to the 2013 FCAT 2.0 Math exam, an area in need of improvement for students scoring a level 4 and above is Geometry and Measurement.

G3.B5.S1 Provide students opportunities for enrichment through project based learning and real world application of Geometry. Use Essential and Higher Order Questions to initiate and guide student discourse.

Action Step 1

The math coach will assist teachers develop project based learning activities, develop good essential questions, and infuse higher order questioning into lessons.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches log, lesson plans.

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G3.B6 According to the 2013 FCAT 2.0 Math exam, an area in need of improvement for students making learning gains in math is Geometry and Measurement.

G3.B6.S1 Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model and provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.

Action Step 1

The math coach will model the explicit/gradual release model assist teachers develop strategies that target Geometry and Measurement.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches log.

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G3.B7 According to the 2013 FCAT 2.0 Math exam, an area in need of improvement for students in the bottom quartile making learning gains in math is fluency with basic mathematical concepts.

G3.B7.S1 Teachers will implement bell ringers designed to reinforce basic mathematical concepts.

Action Step 1

Math Coach will develop and assist teachers implement bell ringers into their instructional framework

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Action Step 2

Math Coach will develop and assist teachers implement bell ringers into their instructional framework

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G4. By ensuring that all Level 3 mathematics students are enrolled in Algebra I or Geometry (if applicable), an increase of 3 points will be acquired in the rate of participation. This will result in a acceleration score of 94 points.

G4.B1 According to the 2013 acceleration points, only 94 percent of level 3 students participated in a course with an End of Course exam.

G4.B1.S1 Review the master schedule and verify that all students who scored a level 3 and above on the 2013 Math 2.0 exam are appropriately placed.

Action Step 1

The counselor, along with the math coach, will look over the master schedule and ensure that all students have been placed appropriately in their math course.

Person or Persons Responsible

Counselor, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Master schedule

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G4.B2 According to the 2013 EOC exam, only 88% of the students passed an End of Course exam.

G4.B2.S1 Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model. In addition, teachers will consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students.

Action Step 1

The math coach will lead professional learning communities and develop a bell to bell classroom framework, assist math teachers plan bell to bell lessons, and model the explicit instruction/gradual release model. The leadership team will lead data chats after every major assessment.

Person or Persons Responsible

Math Coach, Leadership Team,

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agenda. Data chat forms.

Facilitator:

Math Coach

Participants:

Math Coach, Leadership Team,

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G5. A total of 44 points were earned in the Acceleration Performance portion of the 2012-2013 Algebra I EOC. An increase in the number of students passing the 2014 EOC by 6 points.

G5.B1 According to the 2013 Algebra I EOC, an area in need of improvement is Polynomials.

G5.B1.S1 For students scoring at a level 3, teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model. In addition students will be provided practice in solving real-world problems, multi-step problems and provide inductive reasoning strategies. Strategies will include providing opportunities for the increase the use of manipulatives and hands on activities to reinforce mathematical concepts.

Action Step 1

Provide lesson plan framework then model as needed gradual release of responsibility model as needed.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's log, lesson plans

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G5.B1.S2 For students scoring at a level 4 and above teachers will use Essential and Higher Order Questions to initiate and guide student discourse

Action Step 1

Math coach will assist teachers develop and implement essential questions and higher order thinking questions into their lessons.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G5.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G6. Students scoring at 3 or above on the 2014 Geometry EOC assessment will remain at 100%.

G6.B1 According to the 2013 Geometry EOC, an area in need of improvement is Trigonometry and Discrete mathematics.

G6.B1.S1 For students scoring at a Level 3, the teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model. Students will be provided the opportunity to practice utilizing computer-based programs based in solving real-world problems, multi-step problems and provide inductive reasoning strategies. Strategies will include providing opportunities for the increase the use of manipulatives and hands on activities to reinforce mathematical concepts.

Action Step 1

Math coach will model the gradual release model for the Geometry teacher and provide resources to assist students master important geometric concepts.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches log, lesson plans

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G6.B1.S2 For students scoring at a level 4 and above the teachers will use Essential and Higher Order Questions to initiate and guide student discourse.

Action Step 1

The math coach will assist teachers develop and implement good essential questions and higher order questions during instructional time.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G6.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G7. The 2012-13 Science FCAT 2.0 indicates that the number of students scoring at Level 3 or above was 33%. Increasing the number of students scoring Level 3 or above by 10 percentage points to 43% on the 2013-2014 Science FCAT 2.0 is the goal.

G7.B1 According to the 2013 FCAT 2.0 Science Grade 8 results, an area in need of improvement is Nature of Science.

G7.B1.S1 For students scoring at a Level 3, the teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follows the model of Explicit Instruction/Gradual Release of Responsibility Model. Students will be provided classroom opportunities to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use.

Action Step 1

The science coach will model explicit instruction/gradual release model and provide assistance to teachers developing inquiry based activities.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Facilitator:

Science Coach

Participants:

Science Coach

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G7.B1.S2 For students scoring at a Level 4 and above teachers will assess and develop students' understanding of concepts by asking questions that require them to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

Action Step 1

Assist science teachers develop and implement Webb's DOK 4 lesson plans.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G7.B1.S2

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G8. Maintain the enrollment of the zoology magnet program at its maximum capacity, providing high level accelerated science related curriculum and experiences to its participants.

G8.B1 The student population has declined school-wide and also in the Zoology program for the past 5 years.

G8.B1.S1 The school is aggressively recruiting for the 2014-2015 school year by attending recruitment fairs, hosting recruitment fair, developing recruitment videos, flyers, school site visits, banners, posters, website etc. Also, there are plans to attend elementary school's PTA meetings to inform parents of the program

Action Step 1

Tamara Monroe will attend the various magnet fairs throughout the school district in an effort to recruit more students for the Zoo program.

Person or Persons Responsible

Tamara Monroe

Target Dates or Schedule

Ongoing

Evidence of Completion

Zoo appications

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

Review the number of applications during the magnet school application period.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Applications

Plan to Monitor Effectiveness of G8.B1.S1

Review of applicants

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Applications

G9. Acquiring industry certification for teachers who are certified in a subject area with CTE in order to offer a CTE course is the goal.

G9.B1 Currently 0 teachers have credentials to teach an Industry Certification Course

G9.B1.S1 Survey the teachers at Richmond Middle school to determine if a faculty member can teach an industry certification course and then begin the process of building a CTE curriculum.

Action Step 1

Survey teachers regarding certification or interest and determine if a CTE course can be offered by any current faculty member.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sureys

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

Develop surveys and distribute the surveys

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

completed surveys.

Plan to Monitor Effectiveness of G9.B1.S1

Monitor the building of the master schedule to include an Industry Certification Course

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Master Schedule

G10. The 2013-2014 Civics EOC results indicating 50% of students taking the test scored Level 3 or above is the goal..

G10.B1 According to the 2013 Civics Baseline exam, 0% of the students scored proficient.

G10.B1.S1 Teachers will incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Reading coach will develop and assist the Social Studies department implement content area reading strategies to aid in overall comprehension of Civics benchmarks.

Person or Persons Responsible

Reading Coach, Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, coaches log

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

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District and school level assessments

G11. Attendance data along with suspension data identifies students who display early warning indicators. Reduction in the number of incidents for these students by 5 (days absent or days suspended) over the course of a year.

G11.B1 During the 2012-2013 school year, 15% of the students missed 10% or more of available Instructional time.

G11.B1.S1 The administration will implement the Fab5 and Count Me In incentive programs to encourage students to follow district and school policies.

Action Step 1

The administrative team presented the incentive programs to each of the students during student orientation. The students keep track of their progress during their homeroom block every Friday. In addition the administrative team will graph the attendance daily and post for the students weekly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Attendance graphs

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

Following the FCIM,attendance data will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

An increase in the attendance percentage

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM,attendance data will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

An increase in attendance percentage

G11.B2 During the 2012-2013 school year, 37% of the students received 2 or more behavior referrals.

G11.B2.S1 The administration will implement the Fab5 and Count Me In incentive programs to encourage students to follow district and school policies.

Action Step 1

The administrative team presented the incentive programs to each of the students during student orientation. The students keep track of their progress during their homeroom block every Friday.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in behavior referrals

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

Following the FCIM, referral data will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in behavior referrals

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM, referral data will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in behavior referrals

G11.B3 During the 2012-2013 school year, 5% of the student failed two or more courses.

G11.B3.S1 The administrative team and counselor will pull reports from grade book at the end of each 9 weeks and speak to students who are receiving a failing grade in their courses.

Action Step 1

Pull course failure report from grade book after each 9 weeks and hold an assembly by grade level. The student assembly will review strategies necessary to raise their grade.

Person or Persons Responsible

Administrative Team, Counselor

Target Dates or Schedule

End of Every 9 weeks

Evidence of Completion

Decrease in the number of students failing a course.

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

Review grade book reports to identify those in need of assistance.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade book report

Plan to Monitor Effectiveness of G11.B3.S1

Review grade book reports to identify those in need of assistance.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade book report

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

To the greatest extent possible all discretionary funds as well as EESAC funds will be spent on items specifically aligned to school improvement. The instructional coaches will be provided with supplies and materials that will facilitate their embedded professional development activities, classroom demonstrations, data compilation, motivational strategies, and achievement recognition.

Title I dollars will be spent to extend the school day for additional academic support for students and to provide students with access to computers and the Internet. To facilitate the after-school program, Title I funds will provide after hours transportation for students. Additionally, support services are provided to students, and families. This is facilitated through our school based, Title I funded Community Involvement Specialist (CIS), who serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, and encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Magnet funds are used to provide enhancement opportunities for participants. These opportunities include full access to the grounds of Zoo Miami. Daily transportation from the school and the zoo is included in the zoo magnet budget. Three teachers and a school clerk are purchased using funds from the magnet budget. Office equipment and supplies, laboratory supplies and materials, and other items to enhance the magnet experience are funded through the magnet budget.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The data from 2013 Reading FCAT 2.0 indicate that 57% of students scored at level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is for at least 61% of our students to score at Level 3 or above.

G1.B1 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students scoring at an Achievement Level 3 is Reporting Category 2 –Reading Application

G1.B1.S2 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

PD Opportunity 1

Reading coach will provide teachers with effective vocabulary strategies and model the activities for teachers need assistance.

Facilitator

Reading Coach

Participants

Reading Coach, Teachersw

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work, district interim assessments

G1.B2 According to the 2013 FCAT 2.0 Reading results, students scoring at or above achievement level 4 in Reading area in need of improvement is Reporting category 4 – Informational Text/Research Process.

G1.B2.S2 Infuse a variety of High Order Thinking Strategies into the Delivery of Instruction in Reading and Writing in the lesson and the instructional delivery that supports critical thinking, problem-solving and student accountable talk.

PD Opportunity 1

The reading coach will assist teachers develop higher order thinking strategies and how to infuse those strategies into their lesson plans.

Facilitator

Reading Coach

Participants

Reading Coach and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom walkthroughs

G1.B3 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students making learning gains is Reporting Category 2 –Reading Application

G1.B3.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

PD Opportunity 1

Reading coach will identify then disseminate effective reading comprehension and writing strategies to staff members during PLC and Common Planning Sessions.

Facilitator

Reading Coach

Participants

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Professional Development sign in sheets

G1.B3.S2 Incorporate explicit systematic instruction in all core content areas through the Gradual Release Model

PD Opportunity 1

The reading coach will model the gradual release model in reading and content area classrooms

Facilitator

Reading Coach

Participants

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, coaches log

G1.B8 The results of the 2013 FCAT Reading Test indicate that no subgroup met AMO target for the 2013 school year.

G1.B8.S1 Reading Plus will be used to provide individualized and differentiated practice in reading. A computer lab will be available after school 3 times a week for students who do not have computer and/or internet access at home. Also, an incentive plan will be used to encourage students to meet weekly goals set by the LLT.

PD Opportunity 1

Reading coach will set up training for the Reading Plus program, establish goals for the students, and help monitor school wide progress.

Facilitator

Reading Plus Staff

Participants

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

G3. Results of the 2013 Mathematics FCAT 2.0 indicate that 52% of students scored at Level 3 . The target for the 2013-2014 mathematics FCAT 2.0 is 57% of students scoring at Level 3 or above, an increase of twenty percentage points..

G3.B1 According to the 2013 FCAT 2.0 Mathematics Grade 6 results, an area in need of improvement for students scoring a level 3 is Geometry & Measurement

G3.B1.S1 Students will use computer software with fidelity to improve skills such as finding perimeters and areas of two-dimensional figures. Strategies will include providing opportunities for students to determine missing dimensions, area, volume and utilizing graph paper.

PD Opportunity 1

The math coach will model explicit instruction/gradual release model. In addition, the math coach, with assistance of the math department chair, will establish a schedule for the computer lab and assist teachers to access online resources

Facilitator

Math Coach

Participants

Math Coach, Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab schedule

G4. By ensuring that all Level 3 mathematics students are enrolled in Algebra I or Geometry (if applicable), an increase of 3 points will be acquired in the rate of participation. This will result in a acceleration score of 94 points.

G4.B2 According to the 2013 EOC exam, only 88% of the students passed an End of Course exam.

G4.B2.S1 Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model. In addition, teachers will consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

The math coach will lead professional learning communities and develop a bell to bell classroom framework, assist math teachers plan bell to bell lessons, and model the explicit instruction/gradual release model. The leadership team will lead data chats after every major assessment.

Facilitator

Math Coach

Participants

Math Coach, Leadership Team,

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agenda. Data chat forms.

G7. The 2012-13 Science FCAT 2.0 indicates that the number of students scoring at Level 3 or above was 33%. Increasing the number of students scoring Level 3 or above by 10 percentage points to 43% on the 2013-2014 Science FCAT 2.0 is the goal.

G7.B1 According to the 2013 FCAT 2.0 Science Grade 8 results, an area in need of improvement is Nature of Science.

G7.B1.S1 For students scoring at a Level 3, the teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follows the model of Explicit Instruction/Gradual Release of Responsibility Model. Students will be provided classroom opportunities to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use.

PD Opportunity 1

The science coach will model explicit instruction/gradual release model and provide assistance to teachers developing inquiry based activities.

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The data from 2013 Reading FCAT 2.0 indicate that 57% of students scored at level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is for at least 61% of our students to score at Level 3 or above.	$1,950
G3.	Results of the 2013 Mathematics FCAT 2.0 indicate that 52% of students scored at Level 3 . The target for the 2013-2014 mathematics FCAT 2.0 is 57% of students scoring at Level 3 or above, an increase of twenty percentage points..	$4,600
G11.	Attendance data along with suspension data identifies students who display early warning indicators. Reduction in the number of incidents for these students by 5 (days absent or days suspended) over the course of a year.	$500
	Total	$7,050

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC and discretionary funds	$1,300	$1,300
EESAC and Discretionary Funds	$0	$0
Iprep funds, discretionary funds, title i funds	$4,600	$4,600
donations, EESAC funds, Discretionary Funds, Title I Funds	$650	$650
EESAC and donations	$500	$500
Total	$7,050	$7,050

Budget Details

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

G1. The data from 2013 Reading FCAT 2.0 indicate that 57% of students scored at level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is for at least 61% of our students to score at Level 3 or above.

G1.B3 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students making learning gains is Reporting Category 2 –Reading Application

G1.B3.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Reading coach will identify then disseminate effective reading comprehension and writing strategies to staff members during PLC and Common Planning Sessions.

Resource Type

Other

Resource

provide teachers with posters of strategies, key words, student recognition, etc

Funding Source

EESAC and discretionary funds

Amount Needed

$500

G1.B4 According to the 2013 FCAT 2.0 Reading results, an area in need of improvement for students in the lowest quartile is Reporting Category 2 –Reading Application

G1.B4.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

The reading coach will provide teachers with effective vocabulary strategies and model comprehension strategies for the teachers.

Resource Type

Other

Resource

posters of reading strategies for classroom use, creating task cards, conducting interim proficiency celebration, providing student incentives

Funding Source

EESAC and Discretionary Funds

Amount Needed

$800

G1.B7 English Language Learners need additional practice writing in standard English.

G1.B7.S1 The following instructional strategies will be utilized to support Writing: Use writing prompts, process writing and graphic organizers Evaluate and provide feedback for one writing assignment per month

Action Step 1

Reading coach and ESOL coordinator will work together to assist teachers and students with the writing process.

Resource Type

Other

Resource

writing journals, transparencies, highlighters, post-its, listening stations

Funding Source

donations, EESAC funds, Discretionary Funds, Title I Funds

Amount Needed

$650

G3. Results of the 2013 Mathematics FCAT 2.0 indicate that 52% of students scored at Level 3 . The target for the 2013-2014 mathematics FCAT 2.0 is 57% of students scoring at Level 3 or above, an increase of twenty percentage points..

G3.B1 According to the 2013 FCAT 2.0 Mathematics Grade 6 results, an area in need of improvement for students scoring a level 3 is Geometry & Measurement

G3.B1.S1 Students will use computer software with fidelity to improve skills such as finding perimeters and areas of two-dimensional figures. Strategies will include providing opportunities for students to determine missing dimensions, area, volume and utilizing graph paper.

Action Step 1

The math coach will model explicit instruction/gradual release model. In addition, the math coach, with assistance of the math department chair, will establish a schedule for the computer lab and assist teachers to access online resources

Resource Type

Other

Resource

student incentives, supplies to assist with projects, timers, color printer

Funding Source

Iprep funds, discretionary funds, title i funds

Amount Needed

$4,600

G11. Attendance data along with suspension data identifies students who display early warning indicators. Reduction in the number of incidents for these students by 5 (days absent or days suspended) over the course of a year.

G11.B2 During the 2012-2013 school year, 37% of the students received 2 or more behavior referrals.

G11.B2.S1 The administration will implement the Fab5 and Count Me In incentive programs to encourage students to follow district and school policies.

Action Step 1

The administrative team presented the incentive programs to each of the students during student orientation. The students keep track of their progress during their homeroom block every Friday.

Resource Type

Other

Resource

incentives such as movie passes, headphones, VIP status at student events, pictures/posters

Funding Source

EESAC and donations

Amount Needed

$500