2013-2014 SCHOOL IMPROVEMENT PLAN

Ada Merritt K 8 Center

660 SW 3RD ST
Miami, FL 33130
305-326-0791
http://adamerritt.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	31%

Alternative/ESE Center	Charter School	Minority Rate
No	No	73%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

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
Ada Merritt K 8 Center

Principal
Carmen M. Garcia

School Advisory Council chair
Ron Kauffman

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

Name	Title
Carmen M. Garcia	Principal
Barbara M. Martin	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
Alternate Principal
United Teachers of Dade (UTD) Stewart
5 Teachers
1 Alternate Teacher
1 Educational Support Employee
1 Alternate Educational Support Employee
5 Parents
1 Alternate Parent
1 Student
1 Alternate Student
3 Business Community Representatives

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2013-2014 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) has a team approach to the overall function of the school and the decision making process. Listed below are some of the functions of the EESAC:
• The EESAC is the sole body responsible for the final decision making at the school relating to the implementation of the School Improvement Plan (SIP).
• The EESAC implements opportunities for professional growth of teachers, parental involvement, and the implementation of the school's Primary Years Program (PYP) and Middle Years Program (MYP).
• The EESAC reviews the EESAC and General School budgets.
• The EESAC provides a forum for professional discussions of issues that affect student achievement.
• The EESAC makes recommendations as to which instructional materials/resources/software are essential to the SIP.

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

The school improvement funds will be utilized towards the purchase of laptops. The amount allocated to this project is $7,000.00

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Carmen M. Garcia		
Principal	Years as Administrator: 20	Years at Current School: 8

Credentials	Bachelor's Elementary Education Master's Elementary Education Master's Urban Education Certification Educational Leadership
Performance Record	2013 – A Rdg. Proficiency, 88% Math Proficiency, 88% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – Y Math AMO– Y 2012 – A Rdg. Proficiency, 88 Math Proficiency, 87 Rdg. Lrg. Gains, 82 Math Lrg. Gains, 76 Rdg. Imp. of Lowest 25% - 86 Math Imp. of Lowest 25% - 53 Rdg. AMO – Y Math AMO– Y 2011 - A High Standards Reading – 89 High Standards Math – 93 Lrng Gains – Rdg – 69 Lrng Gains – Math – 73 Gains Reading – 69 Gains Math - 84 2010 – A High Standards Reading – 93 High Standards Math – 94 Lrng Gains – Rdg – 78 Lrng Gains – Math – 70 Gains Reading – 86 Gains Math - 79 2009 - A High Standards Reading – 93 High Standards Math – 94 Lrng Gains – Rdg – 78 Lrng Gains – Math – 80 Gains Reading – 86 Gains Math - 80

Barbara M. Martin		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Bachelor's Elementary Education Master's Reading, K-12 Certification English Speakers of Other Languages (ESOL) Certification Educational Leadership
Performance Record	2013 – A Rdg. Proficiency, 88% Math Proficiency, 88% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – Y Math AMO– Y 2012 – A Rdg. Proficiency, 88 Math Proficiency, 87 Rdg. Lrg. Gains, 82 Math Lrg. Gains, 76 Rdg. Imp. of Lowest 25% - 86 Math Imp. of Lowest 25% - 53 Rdg. AMO – Y Math AMO– Y 2011 - A High Standards Reading – 89 High Standards Math – 93 Lrng Gains – Rdg – 69 Lrng Gains – Math – 73 Gains Reading – 69 Gains Math - 84 2010 – A High Standards Reading – 93 High Standards Math – 94 Lrng Gains – Rdg – 78 Lrng Gains – Math – 70 Gains Reading – 86 Gains Math - 79 2009 - A High Standards Reading – 93 High Standards Math – 94 Lrng Gains – Rdg – 78 Lrng Gains – Math – 80 Gains Reading – 86 Gains Math - 80

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lourdes Cobas		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7

Areas	Mathematics, Science, Data, RtI/MTSS
Credentials	Elementary Education English Speakers of other Languages (ESOL)
Performance Record	2013 – A Rdg. Proficiency, 88% Math Proficiency, 88% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – Y Math AMO– Y 2012 – A Rdg. Proficiency, 88 Math Proficiency, 87 Rdg. Lrg. Gains, 82 Math Lrg. Gains, 76 Rdg. Imp. of Lowest 25% - 86 Math Imp. of Lowest 25% - 53 Rdg. AMO – Y Math AMO– Y 2011 - A High Standards Reading – 89 High Standards Math – 93 Lrng Gains – Rdg – 69 Lrng Gains – Math – 73 Gains Reading – 69 Gains Math - 84 2010 – A High Standards Reading – 93 High Standards Math – 94 Lrng Gains – Rdg – 78 Lrng Gains – Math – 70 Gains Reading – 86 Gains Math - 79 2009 - A High Standards Reading – 93 High Standards Math – 94 Lrng Gains – Rdg – 78 Lrng Gains – Math – 80 Gains Reading – 86 Gains Math - 80

Classroom Teachers

# of classroom teachers
49

 # receiving effective rating or higher
49, 100%

 # Highly Qualified Teachers
96%

 # certified in-field
47, 96%

 # ESOL endorsed
24, 49%

 # reading endorsed
2, 4%

 # with advanced degrees
24, 49%

 # National Board Certified
6, 12%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
9, 18%

 # with 6-14 years of experience
26, 53%

 # with 15 or more years of experience
12, 24%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

• Partner new teachers with mentor teachers.
• Schedule common planning time for each grade level to support new teachers.
• Schedule time for new teachers to meet with Instructional Coaches in order to familiarize teachers with school's IB Program, Dual Language Program and Common Core Standards.

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

New teachers are partnered with mentor teachers at the beginning of the year. Mentor teachers provide feedback, planning support, and work with new teachers to implement best teaching practices.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry

out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

Tier 1(Leadership Team)
• Administrator(s) Carmen M. Garcia and Barbara M. Martin, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.
• Ms. Jessika Abdalah, Reading Interventionist
• Ms. Cynthia McKinnon-Bodden, Special education personnel
• Ms. Parastou Hesami, School guidance counselor
• Ms. Lisette Ruiz, School psychologist
• Ms. Elizabeth Diaz-Perez, School social worker
• Ms. Sonia D. Garcia, Member of advisory group, community stakeholders, parents
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Ms. Martin, Ms. Hesami and Ms. Ruiz, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Ms. Martin, Ms. Hesami, Ms. Diaz-Perez and Ms. Ruiz members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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 Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT 2.0
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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

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

Strategy: Before or After School Program
Minutes added to school year: 2,400

Select students are offered intensive remediation during the second semester of the school year through a after-school tutorial/enrichment program. Identified students work in a small group setting with highly qualified teachers to promote mastery of benchmarks by grade level and subject area. Participation in annual academic clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, and geography.
Monthly professional development is provided for all faculty to ensure understanding of instructional practices. Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

In order to determine the effectiveness of this strategy, data is collected and monthly team meetings provide an opportunity to dialogue and utilize the four step problem solving process as the basis for goal setting, planning and program evaluation. The team collaborates to identify additional needs and focus for instructional decisions. The team will also review progress monitoring data, (District Interim Assessments, etc.) at each grade level to identify student who meet or exceed benchmarks or students who need additional strategies in order to reach targeted benchmarks.

Who is responsible for monitoring implementation of this strategy?

The Leadership Team will be monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Carmen M. Garcia	Principal
Barbara M. Martin	Assistant Principal
Sonia D. Garcia	Media Specialist
Lourdes Cobas	Math and Science Coach
Jackeline Sanchez-Jimenez	Lead Teacher
Maud Clark	Lead Teacher
Para Hesami	Counselor
Manoela Suarez	Teacher
Yailin Jauregui	Teacher
Laura Cabrera	Teacher
Diane Davis	Teacher
Yolanda Velazquez	Teacher

Name	Title
Jessika Abdalah	Teacher

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives of the LLT this year will include: (1) aligning International Baccalaureate (IB) Planners with Common Core Standards, (2) increasing learning gains among students in grades 3-8, (3) implementing best practices to target instruction in the weakest content categories.

Every Teacher Contributes to Reading Instruction

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

Teachers are attending common core standards professional development. Additionally, teachers meet vertically and horizontally to align District Pacing Guides with IB Units. Teachers incorporate the use of reading strategies in content areas and in the second language classes through the Language B (Spanish or Portuguese) instruction.

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

Ada Merritt K-8 Center hosts four tours for candidates wishing to apply for the next school year. Applicants have an opportunity to meet school staff, tour the school, and become informed on the various academic programs offered. Additionally, students entering Kindergarten are invited to attend the annual Meet and Greet Event scheduled the Friday before school begins. Parents and students have the opportunity to meet the teacher, visit the classroom and tour the school. During the school year, parents are invited to join us for the respective showcases for each grade level, Student of the Month Events, PTA Meetings, and Special Guest Presentations. A monthly calendar is provided via the school website to inform parents and students of upcoming events and activities.

College and Career Readiness

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

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

All Middle School students at Ada Merritt K-8 Center participate in the International Baccalaureate (IB) Middle Years Programme (MYP). The central goal of the MYP is for students to become more aware of the relevance of their learning to real-world issues, and should come to see knowledge, concepts, skills and attitudes as an interrelated whole. In this way, students can appreciate that the subject groups are not isolated but complement each other. Teachers encourage students to see connections by approaching their curriculum through the lens of an Area of Interaction. The 5 areas of interaction are the contexts through which the curriculum content interacts with the real world and with other subjects. Students in the MYP also take a Technology class where they acquire and reinforce the skills that will allow them to be successful learners throughout Middle and High School and further at the College level: information literacy, collaboration, communication, reflection, organization and transfer.

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

MYP Students are college-bound students. They follow a rigorous academic program that includes High School classes in Mathematics, Science and Spanish. Their Technology class includes units of study focusing on career planning, including preparing curriculum vitae, a job application, a letter of intent and culminating in a job interview. High Schools are invited to Ada Merritt for an annual High School fair, to provide our student the information that will allow them to make an educated choice of High School.

Strategies for improving student readiness for the public postsecondary level

The majority of students at Ada Merritt K-8 Center take High School courses in Mathematics, Science, Portuguese and Spanish, thus allowing them to progress to a higher level in High School and prepare for postsecondary studies. Spanish students also the Advanced Placement classes in Spanish, which allows them to earn College credit in the language.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	88%	Yes	87%
American Indian				
Asian				
Black/African American	79%	87%	Yes	81%
Hispanic	85%	86%	Yes	87%
White	89%	92%	Yes	90%
English language learners	73%	66%	No	76%
Students with disabilities		55%		
Economically disadvantaged	76%	80%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	26%	27%
Students scoring at or above Achievement Level 4	318	63%	63%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

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)	87	86%	87%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	48	48%	53%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	55%	60%

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	122	82%	84%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	90%	88%	Yes	91%
American Indian				
Asian				
Black/African American	81%	76%	No	83%
Hispanic	89%	88%	Yes	90%
White	95%	91%	No	96%
English language learners	86%	73%	No	87%
Students with disabilities		55%		
Economically disadvantaged	86%	80%	No	87%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	29%	33%
Students scoring at or above Achievement Level 4	238	57%	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		88%	89%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	35%	35%
Students scoring at or above Achievement Level 4	44	64%	64%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	19	95%	95%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	44%	46%
Students scoring at or above Achievement Level 4	25	34%	35%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	26%	27%
Students scoring at or above Achievement Level 4	59	66%	66%

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)	5		7
Participation in STEM-related experiences provided for students	452	62%	64%

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	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	1%
Students who are not proficient in reading by third grade	9	12%	11%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	2%	1%
Students who fail a mathematics course	19	6%	5%
Students who fail an English Language Arts course	10	3%	2%
Students who fail two or more courses in any subject	14	5%	4%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Provide and schedule parent workshops and school-school sponsored activities at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents attending school-sponsored activities	53	18%	23%

Goals Summary

G1. The results of the 2013 FCAT 2.0 indicate 88% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher to at least 87%.

G2. The results of the 2013 FCAT Writing Test indicate that 82% of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test at 84%.

G3. The results of the 2013 FCAT Mathematics Test indicate that 29% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 or higher to 33% on the 2014 FCAT 2.0.

G4. Our goal for the 2013-2014 school year is that 89% of students participate in middle school acceleration courses and that 100% of students perform at Level 3 or higher on middle school acceleration courses.

G5. The results of the 2014 Algebra EOC indicate that 99% of students scored Level 3 or above, our goal for the 2013-2014 school year is to maintain the current level of achievement at 99%.

G6. The results of the 2013 EOC Geometry Test indicate that 100% of students scored Level 3 or above. Our goal for the 2013-2014 school year is to maintain the current achievement level at 100%.

G7. Our goal for the 2013-2014 school year is to increase the number of fifth grade students scoring Level 3 to 46% on the 2014 Science FCAT 2.0.

G8. The results of the the 2013 FCAT 2.0 Science Test indicate that 92% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3 or higher to 93%.

G9. Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.

G10. The results of the 2013 Civics Baseline Assessment indicate that 0% of middle school students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency on the 2014 Civics EOC by 10%.

G11. Our goal is decrease the number Early Warning System indicators in elementary grades K-5.

G12. Our goal is to decrease the number of Early Warning System indicators in middle grades 6-8.

G13. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

Goals Detail

G1. The results of the 2013 FCAT 2.0 indicate 88% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher to at least 87%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers, Media Specialist, Reading Interventionist, Reading Plus, Accelerated Reader (AR), Wonder Works Reading Series, Wonder Works Intervention Program

Targeted Barriers to Achieving the Goal

- Student performance data indicates 26% of students scored Achievement Level 3 on the 2013 FCAT. Students experienced difficulty in Reporting Category 2, Reading Application; students need additional instruction in identifying text structure and explaining how it impacts meaning.

- Student performance data indicates 63% of students scored Achievement Level 4 or above on the 2013 FCAT. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

- Student performance data indicates 78% of the students made learning gains on the 2013 FCAT. Students experienced difficulty in Reporting Category 4, Informational Text/Research Process; students need additional instruction in determining the validity and reliability of information in text.

- Student performance data indicates 76% of the students in the lowest 25% who made learning gains. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in explaining and identifying the purpose of text features.

- Student performance data from the 2013 CELLA Administration indicates that 86% of students were proficient in the area Listening and Speaking. Students require additional opportunities in and outside of the classroom to speak in English.

- Student performance data from the 2013 CELLA Administration indicates that 48% of students were proficient in the area Reading. Students require additional opportunities to read in English.

- Student performance data from the 2013 CELLA Administration indicates that 55% of students were proficient in the area Writing. Students require additional opportunities to practice academic writing.

- Student performance data from the 2013 FCAT indicates that 66% of ELL students achieved a Level 3 or above. The subgroup ELL did not make AMO in the area of Vocabulary.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing Test indicate that 82% of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test at 84%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Media Specialist, McGraw-Hill Reading Series

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Writing indicates that 72% of fourth grade students who scored FCAT 3.5 and above require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

- Students' performance data from the 2013 FCAT Writing indicates that 89% of eighth students who scored 3.5 and above require additional support with fluency in expository essay writing. Students experienced difficulty in writing expository, specifically elaborating on relevant information about the topic.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Student Writing Samples and District Mid-year data

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Mid-year Assessment Summative Assessments - Results for the 2014 FCAT 2.0

G3. The results of the 2013 FCAT Mathematics Test indicate that 29% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 or higher to 33% on the 2014 FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Math Coach, Go Math! Series (K-5), Holt McDougal Math Series (6-8), Brain Pop, FOCUS

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0, 29% of all students scored at Level 3. Students in Grades 5 and 8, scoring Level 3 exhibited difficulty in Reporting Category 3, Geometry and Measurement; students in Grade 3 experienced difficulty in Reporting Category 1, Number Operations, Problems and Statistics; students in Grade 4 experienced difficulty in Reporting Category 3, Number: Base 10 and Fractions; students in Grade 7 experienced difficulty in Reporting Category 4, Statistics and Probability; students in Grade 6 experienced difficulty in Reporting Category 2, Fractions, Ratios/Proportional Relationships and Statistics.

- According to the data from the 2013 FCAT 2.0 Mathematics Test, 57% of students scored Achievement Level 4 and 5. Students experienced difficulty in the Reporting Category of Geometry and Measurement.

- According to the data from the 2013 FCAT 2.0 Mathematics Test, 75% of students made learning gains. Students experienced difficulty in the Reporting Category of Number Base Ten and Fractions.

- According to the data from the 2013 FCAT 2.0 Mathematics Test, 71% of students in the lowest 25% made learning gains. Students experienced difficulty in the Reporting Category of Geometry and Measurement.

- According to the data from the 2013 FCAT 2.0, students in the ELL and ED subgroup did not make their AMO for 2013, with only 73% ELL and 80% ED scoring at Level 3 or higher. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Number: Base 10 and Fractions,

- According to the data from the 2013 FCAT 2.0, students in the Black and White subgroup did not make their AMO for 2013, with only 76% Black and 91% White scoring at Level 3 or higher. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Ratios and Proportional Relationships.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from District Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G4. Our goal for the 2013-2014 school year is that 89% of students participate in middle school acceleration courses and that 100% of students perform at Level 3 or higher on middle school acceleration courses.

Targets Supported

Resources Available to Support the Goal
- Leadership Team, MYP Coordinator, Math/Science Coach

Targeted Barriers to Achieving the Goal
- Data from the 2012-2013 school year indicates that 88% of students participated in middle school acceleration courses. Students must score an FCAT Level 4 or 5 to be eligible to participate in high school EOC courses.

- Data from the 2012-2013 school year indicates that 100% of students performed at mastery on EOC Assessments related to middle school acceleration courses. There is a need to continue enrichment opportunities for students.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim, FCAT 2.0 and EOC Assessments

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT and 2014 EOC.

G5. The results of the 2014 Algebra EOC indicate that 99% of students scored Level 3 or above, our goal for the 2013-2014 school year is to maintain the current level of achievement at 99%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Teachers, Math Coach, Algebra Florida Edition by Prentice Hall

Targeted Barriers to Achieving the Goal
- Student performance data from the 2013 Algebra EOC indicates that 35% of students scored at Level 3. Students scored lowest in the Reporting Category of Polynomials, students experienced difficulty in rational expressions.

- Student performance data from the 2013 Algebra EOC indicates that 64% of students scored at Level 4 and above. Students scored lowest in the Reporting Category of Functions, Linear Equations, and Inequalities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Algebra EOC

G6. The results of the 2013 EOC Geometry Test indicate that 100% of students scored Level 3 or above. Our goal for the 2013-2014 school year is to maintain the current achievement level at 100%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Math Coach, Key's Curriculum - Discovering Geometry (Kendall Hunt), Geo Class : The Geometer's Sketchpad Interactive Software

Targeted Barriers to Achieving the Goal
- Student performance data from the 2013 Geometry EOC indicates that 5% of students scored Level 3. Students scored lowest in the Reporting Category of Two-Dimensional Geometry, students experienced difficulty in solving geometrical equations .

- Student performance data from the 2013 Geometry EOC indicates that 95% of students scored Level 4 and above. Students scored lowest in the Reporting Category of Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Geometry EOC

G7. Our goal for the 2013-2014 school year is to increase the number of fifth grade students scoring Level 3 to 46% on the 2014 Science FCAT 2.0.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Science Coach, GIZMOS, Smart Boards

Targeted Barriers to Achieving the Goal
- Students who scored at Achievement Level 3 on the 2013 Science FCAT Test, scored lowest in the Reporting Category of Physical Science.

- Students who scored at or above Achievement Level 4 on the 2013 Science FCAT Test, scored lowest in the Reporting Category of Nature of Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessment and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT

G8. The results of the the 2013 FCAT 2.0 Science Test indicate that 92% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3 or higher to 93%.

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- Science Coach, GIZMOS, Smart Boards, Brain Pop

Targeted Barriers to Achieving the Goal
- Student performance data from the 2013 FCAT indicates that 26% (23) of students scored Achievement Level 3. These students need additional instruction in the Reporting Category of Life Science.

- Student performance data from the 2013 FCAT indicates that 66% (59) of students scored at or above Level 4. These students need additional instruction in the Reporting Category of Physical Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessment and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

G9. Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Math/Science Coach, MYP Coordinator, Science Fair, Smart Boards

Targeted Barriers to Achieving the Goal

- In the 2012-2013 school year, there were five STEM-related experiences for our students. There is a need to increase the number of STEM-related experiences provided for students (e,g, field trips, science fairs) to 7.

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM-related experiences.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for 2014 Algebra EOC and Geometry EOC, Science Fair results

G10. The results of the 2013 Civics Baseline Assessment indicate that 0% of middle school students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency on the 2014 Civics EOC by 10%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Civics Toolbox, Icivics.org, FLREA Curriculum

Targeted Barriers to Achieving the Goal

- Students scored lowest in the Reporting Category of Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and Civics EOC.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Civics EOC

G11. Our goal is decrease the number Early Warning System indicators in elementary grades K-5.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Counselor, Social Worker, School Administrators, Teachers, Parents

Targeted Barriers to Achieving the Goal

- Data reports from the 2012-2013 school year indicate that 2% (15) students missed 10% or more of available Instructional Time.

- Data reports from the 2012-2013 school year indicate that 1% (3) students were retained.

- Data reports from the 2012-2013 school year indicate that 12% (9) students were not proficient in reading by third grade.

- Data reports from the 2012-2013 school year indicate that 2% (13) students received two or more behavioral referrals; and 0% (0) students received behavior referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from attendance reports, intervention program progress monitoring tool.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 FCAT 2.0

G12. Our goal is to decrease the number of Early Warning System indicators in middle grades 6-8.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- Leadership Team, Counselor, Social Worker

Targeted Barriers to Achieving the Goal
- Data reports from the 2012-2013 school year indicate that 2% (15) students missed 10% or more of available Instructional Time.
- Data reports from the 2012-2013 school year indicate that 6% (19) of students failed a math course, 3% (10) failed an English Language Arts Course, Grades 6-8, and 5% (14) of students failed two or more courses in any subject, Grades 6-8.
- Data reports from the 2012-2013 school year indicate that 0% (0) students received one or more behavioral referral that lead to suspension and 2% (13) students received two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Following FCIM, students who are failing math or reading, receive one or more behavior referrals, or fail two or more courses will be provided with intervention in the way of parent meetings, additional instructional opportunities

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessment - District Interim Assessment, Case Management Forms, Attendance Reports
Summative Assessment - 2014 FCAT 2.0

G13. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Connect-Ed Messages, school website, Monthly Calendar

Targeted Barriers to Achieving the Goal
- Parents work schedules conflict with curriculum-based parent workshops.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from parent workshop sign-in sheets

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Parent Workshop Attendance Log

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 indicate 88% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher to at least 87%.

G1.B1 Student performance data indicates 26% of students scored Achievement Level 3 on the 2013 FCAT. Students experienced difficulty in Reporting Category 2, Reading Application; students need additional instruction in identifying text structure and explaining how it impacts meaning.

G1.B1.S1 Provide students with opportunities to practice identifying topics and themes within and across texts.

Action Step 1

Students will be provided with opportunities to refer to details and examples in text, what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, District Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Formative Assessments - McDougal Littell Literature series, Wonder Works Reading Series, Quizzes/Tests and District Interim Assessments

G1.B2 Student performance data indicates 63% of students scored Achievement Level 4 or above on the 2013 FCAT. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

G1.B2.S1 Provide students with opportunities with exposure to genres that develop use of figurative language.

> **Action Step 1**
>
> Instruction should include the use of poetry to practice identifying descriptive language that defines moods and provides imagery.
>
> **Person or Persons Responsible**
>
> Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student work and site generated assessments, including benchmark assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Wonder Works Series, Quizzes/Tests and District Interim Assessments

G1.B3 Student performance data indicates 78% of the students made learning gains on the 2013 FCAT. Students experienced difficulty in Reporting Category 4, Informational Text/Research Process; students need additional instruction in determining the validity and reliability of information in text.

G1.B3.S1 Provide students with the opportunities to use informational text to strengthen arguments to support their answer.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Wonder Works Series, Quizzes/Tests and District Interim Assessments

G1.B4 Student performance data indicates 76% of the students in the lowest 25% who made learning gains. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in explaining and identifying the purpose of text features.

G1.B4.S1 Students will be provided opportunities to explain and identify the purpose of text.

Action Step 1

Students will be provided opportunities to compare and contrast the point of view from different stories narrated, events or topics including the differences between first and third person narration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Wonder Works Series, Quizzes/Tests and District Interim Assessments

G1.B5 Student performance data from the 2013 CELLA Administration indicates that 86% of students were proficient in the area Listening and Speaking. Students require additional opportunities in and outside of the classroom to speak in English.

G1.B5.S1 Students will be provided opportunities to develop their listening and oral language skills.

Action Step 1

Students will participate in cooperative learning groups to provide opportunities for role play. Rubrics will be used to evaluate mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Wonder Works Reading Series and District Interim Assessments

G1.B6 Student performance data from the 2013 CELLA Administration indicates that 48% of students were proficient in the area Reading. Students require additional opportunities to read in English.

G1.B6.S1 Students will be provided with opportunities to develop reading skills through a variety of genres.

Action Step 1

Chunking will be utilized to improve students' vocabulary development and fluency through exposure to different genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, rubrics, site generated assessments

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

Following the FCIM model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and District Interim Assessments.

G1.B7 Student performance data from the 2013 CELLA Administration indicates that 55% of students were proficient in the area Writing. Students require additional opportunities to practice academic writing.

G1.B7.S1 Students will be provided with opportunities to develop writing skills.

Action Step 1

During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and District Interim Assessments

G1.B8 Student performance data from the 2013 FCAT indicates that 66% of ELL students achieved a Level 3 or above. The subgroup ELL did not make AMO in the area of Vocabulary.

G1.B8.S1 Provide students with opportunities to strengthen vocabulary skills.

Action Step 1

Implement the use of word walls, personal dictionaries, multiple meaning charts, and more instruction on the meaning of words, phrases, and expressions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and District Interim Assessments.

G2. The results of the 2013 FCAT Writing Test indicate that 82% of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test at 84%.

G2.B1 Student performance data from the 2013 FCAT Writing indicates that 72% of fourth grade students who scored FCAT 3.5 and above require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Students will be provided with opportunities to develop writing skills as it pertains to narrative writing skills.

Action Step 1

Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Writing Samples and District Mid-year Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Writing Samples and District Mid-year Assessment

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that 89% of eighth students who scored 3.5 and above require additional support with fluency in expository essay writing. Students experienced difficulty in writing expository, specifically elaborating on relevant information about the topic.

G2.B2.S1 Students will be provided with opportunities to develop and demonstrate creative writing skills. Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence) to support each reason.

Action Step 1

Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence) to support each reason.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Student Writing Samples, District Mid-Year Assessment

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Student writing samples and District Mid-year Assessment

G3. The results of the 2013 FCAT Mathematics Test indicate that 29% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 or higher to 33% on the 2014 FCAT 2.0.

G3.B1 According to the results of the 2013 FCAT 2.0, 29% of all students scored at Level 3. Students in Grades 5 and 8, scoring Level 3 exhibited difficulty in Reporting Category 3, Geometry and Measurement; students in Grade 3 experienced difficulty in Reporting Category 1, Number Operations, Problems and Statistics; students in Grade 4 experienced difficulty in Reporting Category 3, Number: Base 10 and Fractions; students in Grade 7 experienced difficulty in Reporting Category 4, Statistics and Probability; students in Grade 6 experienced difficulty in Reporting Category 2, Fractions, Ratios/Proportional Relationships and Statistics.

G3.B1.S1 Provide students with opportunities to solve problems based on geometric properties of figures or horizontal and vertical movements.

Action Step 1

Utilize Task Cards as a means of engaging students in higher order thinking with the concepts of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Math Coach

Participants:

Teachers

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series, Holt McDougal Series

G3.B1.S2 Provide students with opportunities to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

Action Step 1

Implement the use of different models of multiplication and/or division situations for basic multiplication facts and/or related division facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated, including benchmarks

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S2

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series , Quizzes/Tests and District Interim Assessments

G3.B1.S3 Provide students with the opportunity to compare and order fractions, mixed numbers, and decimals in the same or different forms.

Action Step 1

A variety of real world lessons will be developed to help students compare and order fractions, mixed numbers, and decimals in the same or different forms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B1.S3

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S3

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series, Quizzes/Tests and District Interim Assessments

G3.B1.S4 Provide students with opportunities to utilize problem-solving strategies.

Action Step 1

Implement discovery-based learning activities with NCTM's Illuminations website to experiment with spinners and compare the experimental probability of a particular outcome to the theoretical probability.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

Plan to Monitor Fidelity of Implementation of G3.B1.S4

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S4

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

Person or Persons Responsible

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Go Math! Series, Quizzes/Tests and District Interim Assessments

G3.B1.S5 Provide students with opportunities to infuse higher order questioning strategies.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

Plan to Monitor Fidelity of Implementation of G3.B1.S5

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S5

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G3.B2 According to the data from the 2013 FCAT 2.0 Mathematics Test, 57% of students scored Achievement Level 4 and 5. Students experienced difficulty in the Reporting Category of Geometry and Measurement.

G3.B2.S1 Provide students with additional enrichment opportunities to use geometric knowledge and spatial reasoning.

Action Step 1

Utilize problem solving activities based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Isnterim Assessment

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series, Holt McDougal Math Series

G3.B3 According to the data from the 2013 FCAT 2.0 Mathematics Test, 75% of students made learning gains. Students experienced difficulty in the Reporting Category of Number Base Ten and Fractions.

G3.B3.S1 Provide contexts for mathematical exploration and the development of student understanding of number and operations.

Action Step 1

Through differentiated instruction, incorporate time for practice on relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series, Holt McDougal, Quizzes/Tests and District Interim Assessments

G3.B4 According to the data from the 2013 FCAT 2.0 Mathematics Test, 71% of students in the lowest 25% made learning gains. Students experienced difficulty in the Reporting Category of Geometry and Measurement.

G3.B4.S1 Provide students with the opportunities to identify three and two-dimensional objects representation.

Action Step 1

Small group instruction will focus on identifying two-dimensional views of three-dimensional objects through the use of manipulatives and real-world examples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series, Holt McDougal Series, Quizzes/Tests and District Interim Assessments

G3.B5 According to the data from the 2013 FCAT 2.0, students in the ELL and ED subgroup did not make their AMO for 2013, with only 73% ELL and 80% ED scoring at Level 3 or higher. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Number: Base 10 and Fractions,

G3.B5.S1 Provide opportunities for students in the subgroups of ELL and ED to develop an understanding of decimals, including the connection between fractions and decimals; and provide support to students as they make sense of problems.

Action Step 1

Provide opportunities for students in the subgroups of ELL and ED to develop an understanding of decimals, including the connection between fractions and decimals; and provide support to students as they make sense of problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmark.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Quizzes/Tests and Interim Assessments

G3.B6 According to the data from the 2013 FCAT 2.0, students in the Black and White subgroup did not make their AMO for 2013, with only 76% Black and 91% White scoring at Level 3 or higher. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Ratios and Proportional Relationships.

G3.B6.S1 For students in the subgroups of Black and White provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Action Step 1

For students in the subgroups of Black and White provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and District Interim Assessments

G4. Our goal for the 2013-2014 school year is that 89% of students participate in middle school acceleration courses and that 100% of students perform at Level 3 or higher on middle school acceleration courses.

G4.B1 Data from the 2012-2013 school year indicates that 88% of students participated in middle school acceleration courses. Students must score an FCAT Level 4 or 5 to be eligible to participate in high school EOC courses.

G4.B1.S1 Provide students with the opportunities to incorporate higher order questioning strategies.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of real world problems using operations on real numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G4.B2 Data from the 2012-2013 school year indicates that 100% of students performed at mastery on EOC Assessments related to middle school acceleration courses. There is a need to continue enrichment opportunities for students.

G4.B2.S1 Provide enrichment opportunities to students through differentiated instruction to model real world situations in order to increase mathematical fluency to increase FCAT Level 4 and 5's and increase participation in EOC Courses.

Action Step 1

Provide enrichment opportunities to students through differentiated instruction to model real world situations in order to increase mathematical fluency to increase FCAT Level 4 and 5's and increase participation in EOC Courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G5. The results of the 2014 Algebra EOC indicate that 99% of students scored Level 3 or above, our goal for the 2013-2014 school year is to maintain the current level of achievement at 99%.

G5.B1 Student performance data from the 2013 Algebra EOC indicates that 35% of students scored at Level 3. Students scored lowest in the Reporting Category of Polynomials, students experienced difficulty in rational expressions.

G5.B1.S1 Instruction should include the use of activities that provide practice to students in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Instruction should include the use of activities that provide practice to students in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessment

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G5.B2 Student performance data from the 2013 Algebra EOC indicates that 64% of students scored at Level 4 and above. Students scored lowest in the Reporting Category of Functions, Linear Equations, and Inequalities.

G5.B2.S1 Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Quizzes/Tests and District Interim Assessments

G6. The results of the 2013 EOC Geometry Test indicate that 100% of students scored Level 3 or above. Our goal for the 2013-2014 school year is to maintain the current achievement level at 100%.

G6.B1 Student performance data from the 2013 Geometry EOC indicates that 5% of students scored Level 3. Students scored lowest in the Reporting Category of Two-Dimensional Geometry, students experienced difficulty in solving geometrical equations .

G6.B1.S1 Utilize technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Utilize technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Key's Curriculum, Discovering Geometry, Quizzes/Tests and District Interim Assessments

G6.B2 Student performance data from the 2013 Geometry EOC indicates that 95% of students scored Level 4 and above. Students scored lowest in the Reporting Category of Trigonometry and Discrete Mathematics.

G6.B2.S1 Provide opportunities for students to master content in trigonometry and discrete mathematics.

Action Step 1

Provide opportunities for students to master the content so they will be able to identify the converse, inverse, and contrapositive of a given statement, determine whether two propositions are logically equivalent in mathematical or real-world contexts, and solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Go Math! Series, Quizzes/Tests and District Interim Assessments

G7. Our goal for the 2013-2014 school year is to increase the number of fifth grade students scoring Level 3 to 46% on the 2014 Science FCAT 2.0.

G7.B1 Students who scored at Achievement Level 3 on the 2013 Science FCAT Test, scored lowest in the Reporting Category of Physical Science.

G7.B1.S1 Implement a routine of inquiry-based hands-on activities relevant to the objectives of the topic.

Action Step 1

Teachers will incorporate inquiry-based hands-on activities to develop students ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals, site generated assessments

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Scott Foresman Series, Quizzes/Tests and District Interim Assessments

G7.B2 Students who scored at or above Achievement Level 4 on the 2013 Science FCAT Test, scored lowest in the Reporting Category of Nature of Science.

G7.B2.S1 Utilize data driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student lab journals, student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Scott Foresman Series, Quizzes/Tests and District Interim Assessments

G8. The results of the the 2013 FCAT 2.0 Science Test indicate that 92% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3 or higher to 93%.

G8.B1 Student performance data from the 2013 FCAT indicates that 26% (23) of students scored Achievement Level 3. These students need additional instruction in the Reporting Category of Life Science.

G8.B1.S1 Provide students with opportunities to receive instruction in eighth grade tested benchmarks.

Action Step 1

Maintain fidelity to the high school curriculum that is being provided in eighth grade as accelerated instruction offered to middle school students enrolled in Physical Science Honors as delineated 2.0 aligned content is addressed prior to assessment.

Person or Persons Responsible

Eighth Grade Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark assessments

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Pearson Interactive Science Florida Series, Quizzes/Tests and District Interim Assessments

G8.B2 Student performance data from the 2013 FCAT indicates that 66% (59) of students scored at or above Level 4. These students need additional instruction in the Reporting Category of Physical Science.

G8.B2.S1 Provide students with opportunities to infuse writing in science to develop understanding of concepts.

Action Step 1

Increase rigor in science writing and provide evidence through science notebooks and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated

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

Following FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Test and District Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Pearson Interactive Science Florida Series, Quizzes/Tests and District Interim Assessment

G9. Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.

G9.B1 In the 2012-2013 school year, there were five STEM-related experiences for our students. There is a need to increase the number of STEM-related experiences provided for students (e,g, field trips, science fairs) to 7.

G9.B1.S1 Students will be provided additional STEM-related experiences.

Action Step 1

The school will establish a plan and timeline for the development of student projects and increase STEM experiences for students (i.e. Fairchild Challenge, Annual Science Fair, and Sixth Grade Invention Convention, IB/MYP Culminating Project [Eighth grade students]).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Projects, Research, Presentations

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

Following the FCIM model, monthly assessment data reports for Science, Mathematics, and Advanced Academics, will be reviewed and adjustments will be made to ensure the implementation of project learning.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Presentations, Student Projects and Research

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, monthly assessment data from Mathematics, Advanced Academics, and Science will be reviewed and adjustments will be made to ensure the implementation of project learning.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Presentations, Projects

G9.B2 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM-related experiences.

G9.B2.S1 Provide information to students and parents regarding STEM-related projects and activities in order to increase student participation.

Action Step 1

Provide parent informational workshops to students and parents regarding STEM-related projects and activities in order to increase student participation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM courses, competitions, field trips.

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

Quarterly participation will be reviewed and additional opportunities for STEM-related projects and activities will be adjusted.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in school site STEM courses, competitions, field trips.

Plan to Monitor Effectiveness of G9.B2.S1

Quarterly participation will be reviewed and opportunities for STEM-related projects and activities will be adjusted.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in school site STEM courses, competitions, field trips.

G10. The results of the 2013 Civics Baseline Assessment indicate that 0% of middle school students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency on the 2014 Civics EOC by 10%.

G10.B1 Students scored lowest in the Reporting Category of Organization and Function of Government.

G10.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G11. Our goal is decrease the number Early Warning System indicators in elementary grades K-5.

G11.B1 Data reports from the 2012-2013 school year indicate that 2% (15) students missed 10% or more of available Instructional Time.

G11.B1.S1 Students are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI Team.

Action Step 1

MTSS/RtI Team will conduct parent meetings to discuss attendance and develop written contracts with parents to ensure alignment with the District's Attendance Policy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rate, Attendance Logs, Parent Contracts.

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

Following FCIM model, attendance reports will be monitored and MTSS/RtI Meetings will be scheduled.

Person or Persons Responsible

Teachers/Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Forms, Parent Contracts

Plan to Monitor Effectiveness of G11.B1.S1

Following FCIM model, monthly reports will be monitored and MTSS/RtI meetings will be scheduled.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports

G11.B2 Data reports from the 2012-2013 school year indicate that 1% (3) students were retained.

G11.B2.S1 Provide students with opportunities for additional instruction in areas of deficiency.

Action Step 1

Review data from SAT, FCAT 2.0, District Interim Assessments to identify students that will participate in intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, progress monitoring information from FAIR, District Interim Assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed to target deficient areas.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments, Attendance Sheets from Intervention Rosters

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G11.B3 Data reports from the 2012-2013 school year indicate that 12% (9) students were not proficient in reading by third grade.

G11.B3.S1 Provide opportunities for students to receive additional instruction in reading.

Action Step 1

Provide reading intervention for targeted students as remediation utilizing the Wonder Works Intervention Program.

Person or Persons Responsible

Teachers, Reading Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, FAIR

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

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G11.B4 Data reports from the 2012-2013 school year indicate that 2% (13) students received two or more behavioral referrals; and 0% (0) students received behavior referrals that lead to suspension.

G11.B4.S1 Provide students with overview of the Miami-Dade County Code of Student Conduct in order to familiarize students with behavior expectations.

Action Step 1

Teachers will review the Code of Student Conduct with students. Parents have been provided with access to the Code of Student Conduct.

Person or Persons Responsible

Teachers, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Power point presentations

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Following the FCIM model, monthly Case Management Forms will be reviewed and counseling will be provided to students.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Forms

Plan to Monitor Effectiveness of G11.B4.S1

Following the FCIM, Case Management Forms will be reviewed and counseling services will be provided. If needed, RtI meetings will be scheduled.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

RtI Meeting schedules, Case Management Forms

G12. Our goal is to decrease the number of Early Warning System indicators in middle grades 6-8.

G12.B1 Data reports from the 2012-2013 school year indicate that 2% (15) students missed 10% or more of available Instructional Time.

G12.B1.S1 Provide parents and students with information about the District Attendance Policy.

Action Step 1

Conduct attendance meetings with parents of students who are having excessive absences.

Person or Persons Responsible

Leadership Team, Counselor, Social Worker, Teachers, Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Records, Case Management Forms

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

Follow-up with parents and ensure attendance is being monitored for target students.

Person or Persons Responsible

Leadership Team and Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports, Case Management Forms

Plan to Monitor Effectiveness of G12.B1.S1

Follow-up after parent meetings and ensure that attendance is being monitored for targeted students.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Case Management Forms

G12.B2 Data reports from the 2012-2013 school year indicate that 6% (19) of students failed a math course, 3% (10) failed an English Language Arts Course, Grades 6-8, and 5% (14) of students failed two or more courses in any subject, Grades 6-8.

G12.B2.S1 Provide students with additional opportunities for instruction in deficient areas.

Action Step 1

Review data from Baseline Assessments, District Interim Assessments, Electronic Gradebook Reports to identify students who need additional instruction in target areas.

Person or Persons Responsible

Lead Teacher, Counselor, Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Following FCIM, students who are failing math or reading courses will be placed on intervention, strategies to assist the student will be developed and an RtI meeting will be scheduled.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessment

Plan to Monitor Effectiveness of G12.B2.S1

Following FCIM, students who are failing math or reading courses will be placed on intervention, strategies to assist the student will be developed and an RtI meeting will be scheduled.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

G12.B3 Data reports from the 2012-2013 school year indicate that 0% (0) students received one or more behavioral referral that lead to suspension and 2% (13) students received two or more behavior referrals.

G12.B3.S1 Provide students with overview of the Miami-Dade County Code of Student Conduct in order to familiarize students with behavior expectations.

Action Step 1

Teachers will review the Code of Conduct with students. Parents have been provided with access to the Code of Student Conduct.

Person or Persons Responsible

Counselor and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Power point presentations

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Following the FCIM model, monthly Case Management Forms will be reviewed and counseling will be provided to students.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Forms

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM, Case Management Forms will be reviewed and counseling services will be provided. If needed, RtI meetings will be scheduled.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

RtI Meeting schedules, Case Management Forms

G13. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

G13.B1 Parents work schedules conflict with curriculum-based parent workshops.

G13.B1.S1 Provide and schedule parent workshops and school functions at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

Action Step 1

Provide and schedule parent workshops and school functions at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Roster from Parent Workshops

Action Step 2

Provide and schedule parent workshops and school functions at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Roster from Parent Workshops

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

Following FCIM model, sign-in sheets from parent workshops will be reviewed quarterly to identify times of highest attendance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets from Parent Workshops

Plan to Monitor Effectiveness of G13.B1.S1

Following the FCIM model, sign-in sheets from parent workshops will be reviewed quarterly to identify times with highest attendance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent Workshop Sign-In Sheets

Coordination and Integration

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

International Studies (IS) Program
Selected first through fifth grade students participate in the International Studies (IS) and International Education (IE) Program. Students are provided with enrichment in Spanish or Portuguese through creative writing activities, role play, presentations, and projects. This opportunity provides a rich bilingual education and prepares students to be fully bi-literate opening the door for a variety of career opportunities.
Career and Technical Education
By promoting Career Pathways and Programs of Study middle school students are provided technology courses. Students build an understanding of and an appreciation for the career choices available through technology.
Nutritional Program
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options.

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.

G3. The results of the 2013 FCAT Mathematics Test indicate that 29% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 or higher to 33% on the 2014 FCAT 2.0.

G3.B1 According to the results of the 2013 FCAT 2.0, 29% of all students scored at Level 3. Students in Grades 5 and 8, scoring Level 3 exhibited difficulty in Reporting Category 3, Geometry and Measurement; students in Grade 3 experienced difficulty in Reporting Category 1, Number Operations, Problems and Statistics; students in Grade 4 experienced difficulty in Reporting Category 3, Number: Base 10 and Fractions; students in Grade 7 experienced difficulty in Reporting Category 4, Statistics and Probability; students in Grade 6 experienced difficulty in Reporting Category 2, Fractions, Ratios/Proportional Relationships and Statistics.

G3.B1.S1 Provide students with opportunities to solve problems based on geometric properties of figures or horizontal and vertical movements.

PD Opportunity 1

Utilize Task Cards as a means of engaging students in higher order thinking with the concepts of geometry and measurement.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G9.	Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.	$400
	Total	$400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
PTA		$400	$400
Total		$400	$400

Budget Details

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

G9. Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.

G9.B1 In the 2012-2013 school year, there were five STEM-related experiences for our students. There is a need to increase the number of STEM-related experiences provided for students (e,g, field trips, science fairs) to 7.

G9.B1.S1 Students will be provided additional STEM-related experiences.

Action Step 1

The school will establish a plan and timeline for the development of student projects and increase STEM experiences for students (i.e. Fairchild Challenge, Annual Science Fair, and Sixth Grade Invention Convention, IB/MYP Culminating Project [Eighth grade students]).

Resource Type

Evidence-Based Program

Resource

Ribbons and trophies

Funding Source

PTA

Amount Needed

$400