



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hammocks Middle School
9889 HAMMOCKS BLVD
Miami, FL 33196
305-385-0896
<http://hammocks.dadeschools.net/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 77%
Alternative/ESE Center No	Charter School No	Minority Rate 92%

School Grades History

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

Hammocks Middle School

Principal

Deborah Leal

School Advisory Council chair

Kelly Cabrera

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

Name	Title
Theresa Gilbert	Assistant Principal
Nicolina Catanese	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

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. There is a Chairperson, U.T.D. /union steward, representative for the ESE students.

The membership is composed of Principal 1, Alternate Principal 1, Teachers 5, Alternate Teachers 1, Educational Support 1, Alternate Educational Support 1, Parents 5, Alternate Parent 1, Student 2, Alternate Student 1, Business Committee Representative 3

Involvement of the SAC in the development of the SIP

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

Activities of the SAC for the upcoming school year

The SAC will continue to monitor and evaluate the school improvement plan, ensuring an optimal learning environment.

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

SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan. A portion of the funds, \$2999.00, is used for small funds purchases through the schools internal funds account and is allotted for student learning incentives. The remainder of the funds can be used amongst the departments for learning incentives.

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Deborah Leal

Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

Educational Leadership
 BA English
 Certification:
 English

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 60%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -66 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. Progress –66
 Math Progress–61
 2012 – School Grade- A
 Rdg. Proficiency, 67%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% -64 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. Progress –73
 Math Progress–73
 Principal Southwood Middle School
 2011 –School Grade – A
 Rdg. Proficiency, 73%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% -73 points
 Math Imp. of Lowest 25% - 65 points
 2010- School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -73points
 Math Imp. of Lowest 25% - 73 points
 2009- School Grade- A
 Rdg. Proficiency, 80%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 58 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% -67 points
 Math Imp. of Lowest 25% - 62 points

Theresa Gilbert

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Educational Leadership
 BA Biology
 MS Education
 Certification: Chemistry, Biology, Gifted, Middle Grade General
 Science, Middle Grades

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 60%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -66 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. Progress –66
 Math Progress–61
 2012 – School Grade- B
 Rdg. Proficiency, 60%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -74 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. Progress –62
 Math Progress–57
 2011 –School Grade – A
 Rdg. Proficiency, 73%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% -74 points
 Math Imp. of Lowest 25% - 65 points
 2010- School Grade- A
 Rdg. Proficiency, 74%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -71 points
 Math Imp. of Lowest 25% - 67 points
 2009- School Grade- A
 Rdg. Proficiency, 71%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% -67 points
 Math Imp. of Lowest 25% - 63 points

Nicolina Catanese

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Educational Leadership
 BA Elementary Ed
 MS Reading
 Certification: Elementary Ed, ESOL, Reading

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 60%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -66 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. Progress –66
 Math Progress–61
 2012 – School Grade- B
 Rdg. Proficiency, 60%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -74 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. Progress –62
 Math Progress–57
 2011 –School Grade – A
 Rdg. Proficiency, 73%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% -74 points
 Math Imp. of Lowest 25% - 65 points
 2010- School Grade- A
 Rdg. Proficiency, 74%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -71 points
 Math Imp. of Lowest 25% - 67 points
 2009- School Grade- A
 Rdg. Proficiency, 71%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -80 points
 Math Imp. of Lowest 25% - 69 points

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

56

receiving effective rating or higher

53, 95%

Highly Qualified Teachers

63%

certified in-field

47, 84%

ESOL endorsed

18, 32%

reading endorsed

6, 11%

with advanced degrees

27, 48%

National Board Certified

3, 5%

first-year teachers

0, 0%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

23, 41%

with 15 or more years of experience

26, 46%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

1. Regular monthly meetings with early career teachers and teachers new to the school.
2. Mentor Teachers assigned to early career teachers and buddy teachers to teachers new to the school as needed
3. Regular professional learning period activities focused on development and alignment of instructional activities
4. Principal solicits referrals from current teaching staff for potential new hires.

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, when present are paired with veteran teachers in an effort to assist the rookie teacher with support.

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

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

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 Hammocks Middle School 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.
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 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 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. 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)

- Deborah Leal, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/ RtI plans and activates the school will provide to effectively enhance student achievement.
- Theresa Gilbert and Nicolina Catanese-Bonilla, Assistant Principal(s): Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.
- Maggie Izquierdo, Paola Ortiz, Viviana Botana, Mayte Mourino, Susan Ryan, Yanitza Iglesias, Kelly Cabrera, Renee Ishmael, Angela Lawrence, Mayra Reyes, Jovana Maximilien, Beatriz Llano-Scherker, General Education Teachers : Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- Mailyn Santiesteban, Exceptional Student Education (ESE) teachers: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Mercedes Cobian-Sanchez, School Psychologist: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
- Gloria Csonka, Speech Language Pathologist: Effectively communicate diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication.

Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.

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 aimlines 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

Progress monitoring is the repeated measurement of academic performance to inform instruction / intervention at the school, grade, classroom level and across all three tiers of support. Progress monitoring assessment data must be collected, evaluated and used on an ongoing basis for the following purposes:

- To determine the rate of a student's progress (is instruction/intervention working?)
- To determine rate of progress compared to peers and grade level benchmarks (does the student need more?)
- To determine mastery of discrete skills (is the student mastering prerequisite skills needed to meet grade level benchmarks?)
- To provide information on the effectiveness of instruction and modify the intervention if necessary
- To analyze and interpret gaps between standards and achievement (how long will it take to close the gap?)

Brief assessments will occur frequently and throughout the core instruction. The school will use the data to work and create more responsive learning environments for all students including small group differentiated instruction. Decisions will be made to determine which students are not progressing adequately, compared to peers and who will require additional support.

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- 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.

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:** 0

The school has adopted a Reading and Writing across the curriculum initiative. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Usage of content area textbooks in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

After school tutoring opportunities will be made available through our Homework Help program offered Monday through Thursday in the media center. All subject areas will be addressed on specific days of the week. Students identified as needing assistance will be encouraged to attend with parental notification. Attendance and progress will be monitored. Technology programs such as Reflex Math, Gizmos, Odyssey Science, Reading Plus, Accelerated Reading and Achieve 3000 will be utilized to guide instruction for students.

Strategy Purpose(s)

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

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

Data is collected through the school year. Students are administered the Baseline, Fall Interim, Winter Interim and FCAT or EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

Who is responsible for monitoring implementation of this strategy?

The LLT along with administrators will monitor the implementation of identified strategies.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Deborah Leal	Principal
Theresa Gilbert	Assistant Principal
Nicolina Catanese	Assistant Principal
Mayra Reyes	General Education Teacher
Maggie Izquierdo	General Education Teacher
Yesenia Ramos	General Education Teacher
Yanitza Iglesias	General Education Teacher
Idanel Rojas	General Education Teacher
Mayte Mourino	General Education Teacher
Paola Ortiz	General Education Teacher

Name	Title
Viviana Botana	General Education Teacher
Beatriz Llano-Scherker	General Education Teacher
Chad Bogie	General Education Teacher
Gabriela Sandoval	General Education Teacher
Susan Ryan	General Education Teacher
Mailyn Santiesteban	Special Education Teacher

How the school-based LLT functions

Hammocks Middle School's Reading Literacy Leadership Team's purpose is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS 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.

The LLT is an integral part of school literacy reform and will promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

Major initiatives of the LLT

The major initiatives of the LLT team at Hammocks Middle School are aligned to the District's Comprehensive Research-based Reading Plan:

- To increase the usage of the Reading Plus/Accelerated Reading/Achieve 3000 programs.
- To increase student achievement on the 2014 FCAT 2.0 Reading test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development based on teacher and student need.
- Promote the use of web based literacy tools such as online research tools, online books, and fluency building websites for ESL learners.
- Promote the use of vocabulary development across the curriculum.
- Building student motivations.
- Promote literacy through activities focused on the Pre-Law Magnet curriculum.
- Promote the SpringBoard reading strategies for the Pre-AP curriculum.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff are given the opportunity to attend applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. The following will take place to ensure reading strategies are being used throughout the school:

- Implementation and usage of the SpringBoard Pre-AP curriculum strategies for reading to be used in all core classes.

- The Social Studies department will continue to support and re-enforce the Language Arts benchmarks in their daily lessons using the Social Studies and Language Arts task cards.
- Promote the use of Reading Plus and Accelerated Reading through language arts with teachers monitoring student progress utilizing data reports.
- Content area teachers will integrate nonfiction books, historical fiction, content area literature and curriculum focused on the Pre-Law magnet program.
- Use of CRISS strategies throughout the curriculum.
- Regular viewing of the indicators of effective classroom reading instruction through brief classroom visits by the administration specifically:
Making connections between reading and writing in research projects; Vocabulary work – definition, multiple contexts specifically about word meanings; Explanation and support of reading strategy use; Content knowledge and understanding through discussion of content; Writing across the curriculum.

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

Hammocks Middle School offers a Pre Law magnet program, Hammocks Academy of Law (HALS), and the College Board Springboard program as pathways to specialized high schools and beyond. The programs offers opportunities designed to meet the interests of any student interested in the law field. The HALS magnet program offers a specialized connection though language arts and social studies classes to integrate the themes of justice, ethics, and conflict resolution into the core curriculum by providing students opportunities to experience a cross curricular examination of these concepts through collaborative, inquiry-based learning.

The College Board Springboard program infuses rigor, sets high expectations, and expands access and opportunity for all students. Springboard provides relevant activities designed to engage students in problem solving, academic discourse and critical analysis and embeds Pre-AP and AP teaching and learning strategies inside the curriculum.

Students will also be given the opportunity to participate in high level mathematics, science and language courses to receive high school credits while still in middle school to gain the competitive edge needed to succeed.

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

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans.

Strategies for improving student readiness for the public postsecondary level

Hammocks Middle School will implement strategies provided by administrators, student services and faculty. The College Board Springboard program is utilized through language arts and math classes as a pathway to College. In addition, Hammocks Middle School will maintain a collaborative relationship with our feeder pattern high school and law related programs through our Pre Law Magnet program to provide students with opportunities to guide them to secondary options. Hammocks Middle School Pre Law Magnet has invited high schools, universities and professionals in the law field to speak with students. We also provide a Law Day where professionals in the Law field attend and provide valuable feedback to our students.

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	66%	60%	No	69%
American Indian				
Asian	80%	78%	No	82%
Black/African American	48%	45%	No	54%
Hispanic	67%	59%	No	70%
White	69%	68%	No	72%
English language learners	41%	24%	No	47%
Students with disabilities	41%	24%	No	47%
Economically disadvantaged	63%	57%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	342	29%	37%
Students scoring at or above Achievement Level 4	336	29%	32%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	69	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	18%	26%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	165	41%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	54%	No	65%
American Indian				
Asian	80%	72%	No	82%
Black/African American	46%	42%	No	51%
Hispanic	61%	53%	No	65%
White	69%	62%	No	72%
English language learners	48%	29%	No	53%
Students with disabilities	35%	22%	No	42%
Economically disadvantaged	58%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	27%	39%
Students scoring at or above Achievement Level 4	220	21%	26%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		50%	55%
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	27	25%	25%
Students scoring at or above Achievement Level 4	80	74%	74%

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science**Middle School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	25%	29%
Students scoring at or above Achievement Level 4	88	22%	24%

Florida Alternate Assessment (FAA)

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

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		5
Participation in STEM-related experiences provided for students	1495	100%	100%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	100	8%	7%
Students who fail a mathematics course	43	4%	3%
Students who fail an English Language Arts course	28	2%	1%
Students who fail two or more courses in any subject	34	3%	2%
Students who receive two or more behavior referrals	295	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	218	18%	17%

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

N/A

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** On the 2013 FCAT 2.0 Reading, 60% of students at Hammocks Middle School scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 69% of the students to score at Level 3 or above, an increase of nine percentage points.
- G2.** On the 2013 FCAT 2.0 Writing Test, 41 percent of the students in Hammocks Middle School scored at a level 3.5 or above. Our goal for the 2014 FCAT Florida Writing Test is for 47 percent of students to score at Level 3.5 or above, an increase of six per cent
- G3.** On the 2013 FCAT 2.0 Math Test, 54 percent of students at Hammocks Middle School score at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 65 percent of the students to score at Level 3 or above, an increase of eleven percentage points.
- G4.** In order to increase Middle School Acceleration, students scoring at Level 3 or above on the 2013 FCAT 2.0 Mathematics Test will be participate in the Algebra EOC exam bringing the participation percentage to 100%.
- G5.** On the 2013 Algebra EOC, 99 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for the percentage to remain at 99 percent.
- G6.** On the 2013 FCAT 2.0 Science, 47 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 53 percent of students to score at Level 3 or above, an increase of six percentage points.
- G7.** Students involved in STEM activities will increase from three in 2013 to five for 2014.
- G8.** Inform students of the opportunities and increase awareness of the CTE choices in high school.
- G9.** Our goal on the 2014 Civics EOC is for students to score at proficiency based on the data from the Civics Baseline Assessment.
- G10.** Students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 60% of students at Hammocks Middle School scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 69% of the students to score at Level 3 or above, an increase of nine percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus Program for Language Arts classes
- Accelerated Reading Program for Language Arts classes
- Literacy Leadership Team to review and implement Literacy Across the Curriculum
- Achieve 3000 for Students with Disabilities and ELL students.
- Interim and Baseline Assessments
- McDougal Littell Literature Series Quizzes/Tests
- Title 1 Funds for Incentives
- Imagine Reading for ELL Level 1 students
- SpringBoard ELA Program
- Hammocks Academy of Legal Studies (HALS) Magnet Program

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Reading, 45% of Black students, 59% of Hispanic students, and 68% of White students scored at Level 3 or above. The goal for 2014 is 54% for Black students, 70% for Hispanic students and 72% for White students. The area of deficiency for the Hispanic, Black and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- On the 2013 FCAT 2.0 for Reading, 24% of the ELL subgroup scored at Level 3 or above. The goal for 2014 is 47%. The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.
- On the 2013 FCAT 2.0 in Reading, 24% of the SWD subgroup scored at or above Level 3. The goal for 2014 is 47%. The area of deficiency for the SWD subgroup as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- On the 2013 FCAT 2.0 for Reading, 57% of the ED subgroup scored at Level 3 or above. The goal for 2014 is 67%. The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to lack of organization when working with text and text features.
- On the 2013 FCAT 2.0 for Reading, 29% of students scored at Level 3. The goal for 2014 is 37%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- On the 2013 FCAT 2.0 for Reading, 29% of student scored at Level 4-5. The goal for 2014 is 32%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

- On the 2013 FCAT 2.0 for Reading, 69% of students made Learning Gains. The goal for 2014 is 72%. The area of deficiency for students making Learning Gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- On the 2013 FCAT 2.0 for Reading, 66% of students in the Lowest 25% made Learning Gains. The goal for 2014 is 69%. The area of deficiency for students in the Lowest 25% making Learning Gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- On the 2013 CELLA test, 49% of ELL students scored proficient in Listening and Speaking. The goal for 2014 is 54%. Students scoring proficient in Listening/Speaking on the 2013 CELLA have limited opportunity to listen and speak academic English outside the classroom.
- On the 2013 CELLA test, 26% of students scored proficient in Reading. The goal for 2014 is 33%. Students scoring proficient in Reading on the 2013 CELLA have limited opportunity to read in English outside the classroom.
- On the 2013 CELLA test, 18% of students scored proficient in Writing. The goal for 2014 is 26%. Students scoring proficient in Writing on the 2013 CELLA have limited opportunity to write academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim 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 Assessment- Results for the 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing Test, 41 percent of the students in Hammocks Middle School scored at a level 3.5 or above. Our goal for the 2014 FCAT Florida Writing Test is for 47 percent of students to score at Level 3.5 or above, an increase of six perce

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Score Formative Writing Assessment Program
- Language Arts Department Chair
- District Writing Assessments
- Anchor papers and scoring Rubrics

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Writes Test, 41% of students scored at Level 3.5 or higher. Our goal for 2014 is 47%. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student’s inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly. Use of WriteScores writing program data in September, November and January for all 8th grade students.

G3. On the 2013 FCAT 2.0 Math Test, 54 percent of students at Hammocks Middle School score at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 65 percent of the students to score at Level 3 or above, an increase of eleven percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Reflex Math Program
- Odyssey Math Program
- Brain Pop Program
- Mathematics Department Chair
- Mathematics Teacher Trainer
- District Interim Assessments
- iPrep Math Lab
- SpringBoard Mathematics Program
- Intensive Math Elective
- Moby Max Computer Program for SWD students

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Math, 72% of Asian students, 42% of Black students, 53% of Hispanic Students, and 62% of White students scored at or above Level 3. The goal for 2014 is 82% of Asian students, 51% of Black students, 65% of Hispanic students, and 72% of White students will score at Level 3 or above. The area of deficiency for the White, Black, Asian, and Hispanic subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.
- On the 2013 FCAT 2.0 in Math, 22% of the SWD subgroup scored at Level 3 or above. The goal for 2014 is 42%. The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.
- On the 2013 FCAT 2.0 in Math, 51% of the ED subgroup scored at Level 3 or above. The goal for 2014 is 63%. The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.
- On the 2013 FCAT 2.0 in Math, 27% of the students scored at Level 3. The goal for 2014 is 39%. The area of deficiency for the students scoring at Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in calculating measurement and understanding geometric shapes.
- On the 2013 FCAT 2.0 in Math, 21% of the students scored at or above Level 4. The goal for 2014 is 26%. The area of deficiency for the students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in measurement activities.

- On the 2013 FCAT 2.0 in Math, 61% of the students made Learning Gains. The goal for 2014 is 65%. The area of deficiency for the students making Learning Gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in measurement activities.
- On the 2013 FCAT 2.0 in Math, 55% of Students in the Lowest 25% made Learning Gains. The goal for 2014 is 60%. The area of deficiency for the Students in the Lowest 25% as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in measurement activities.
- On the 2013 FCAT 2.0 in Math, 29% of the ELL subgroup scored at or above Level 3. The goal for 2014 is 53%. The area of deficiency for the ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments – Quizzes/Tests and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4. In order to increase Middle School Acceleration, students scoring at Level 3 or above on the 2013 FCAT 2.0 Mathematics Test will be participate in the Algebra EOC exam bringing the participation percentage to 100%.

Targets Supported

Resources Available to Support the Goal

- iPrep Math Lab
- Computer Technology
- Mathematics Teachers
- Algebra Tutoring program
- Reflex Math

Targeted Barriers to Achieving the Goal

- On the 2013 Algebra EOC 25% of students scored at Level 3 and 74% of students scored at Level 4 or 5. The goal for 2014 is 25% of students at Level 3 and 74% of students at Level 4 or 5. Students with Level 3 and above in FCAT Mathematics are not moved to advanced math classes.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments – Quizzes/Tests and Interim Assessments Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

G5. On the 2013 Algebra EOC, 99 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for the percentage to remain at 99 percent.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- iPrep Math Lab
- Computer Technology
- Mathematics Teacher
- Reflex Math

Targeted Barriers to Achieving the Goal

- On the 2013 Algebra EOC, 25% of students scored at Level 3. The goal for 2014 is 25%. Students scoring at level 3 on the Algebra EOC need increased experience with technology, especially in reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting difficulty with all Reporting Categories in Algebra I. Students report that the form of the text is not familiar to them.
- On the 2013 Algebra EOC, 74% of students scored a Level 4 or above. Students scoring at level 4 or above on the Algebra EOC need increased experience with technology, especially in reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting difficulty with all Reporting Categories in Algebra I. Students report that the form of the text is not familiar to them.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim and Algebra EOC

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments – Quizzes/Tests and Interim Assessments Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

G6. On the 2013 FCAT 2.0 Science, 47 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 53 percent of students to score at Level 3 or above, an increase of six percentage points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Hands On Activities
- South Regional Science Fair
- Science Teachers
- Brain Pop
- Odyssey Science Program

Targeted Barriers to Achieving the Goal

- On the 2014 FCAT 2.0 for Science, 25% of students scored at Level 3. The goal for 2014 is 29%. The area of deficiency for the 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.
- On the 2014 FCAT 2.0 for Science, 22% of students scored at or above Level 4. The goal for 2014 is 24%. The area of deficiency for the 8th grade students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

G7. Students involved in STEM activities will increase from three in 2013 to five for 2014.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- South Regional Science Fair
- Richard Kern Science Presentation
- Laboratory Activities by grade level
- Science Teachers
- Gizmos
- Odyssey Science Program
- Sumdog Math Contest
- Fairchild Challenge Activities
- SECME

Targeted Barriers to Achieving the Goal

- Student opportunities to participate in STEM activities will increase from 3 to 5 activities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from competition entries.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G8. Inform students of the opportunities and increase awareness of the CTE choices in high school.

Targets Supported

- CTE

Resources Available to Support the Goal

- High school counselors
- Career Readiness Program for 8th graders

Targeted Barriers to Achieving the Goal

- There are no CTE courses currently at the middle school level.

Plan to Monitor Progress Toward the Goal

CTE opportunities at the high school level.

Person or Persons Responsible

MTSS/ Administration/ Counselors

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Subject Selection forms for high school, guest speaker rosters

G9. Our goal on the 2014 Civics EOC is for students to score at proficiency based on the data from the Civics Baseline Assessment.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Discovery Education Program
- Civics Online Textbook
- Hammocks Academy of Legal Studies Curriculum
- Civics Teachers
- Civics Baseline Assessment

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments will include school generated and District Interim Assessments. Summative assessment will be the 2014 Civics EOC.

G10. Students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- SCSI Instructor
- School Resource Officer
- Guidance Counselors
- School Administrators
- Social Worker
- Classroom Teachers
- School Volunteer

Targeted Barriers to Achieving the Goal

- In 2013 4% of students failed a Math course, 2% failed a Language Arts course, and 3% failed two or more courses. Our goal for 2014 is for 3% or less to fail a math course, 1% or less to fail a Language Arts class and 2% or less to fail two or more courses. In monitoring the Early Warning Systems, our school will decrease the number of students who failed a Math course, students who failed a Language Arts course, and students who failed two or more courses in any subject, through strategies to be used schoolwide.
- In 2013 8% of students missed 10% or more of available instructional time due to poor attendance. Our goal for 2014 is 7%. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time.
- In 2013 25% of students received two or more behavioral referrals and 18% of students who received one or more behavior referrals which led to suspension. Our goal for 2014 is 24% who will receive two or more behavior referrals and 17% who receive one or more behavior referral which results in suspension. In monitoring the Early Warning Systems, our school will decrease the number of referrals students receive by using alternatives to suspension.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data reports will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Report Card Grades, Interim Progress Report Grades, Suspension and Attendance Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 60% of students at Hammocks Middle School scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 69% of the students to score at Level 3 or above, an increase of nine percentage points.

G1.B1 On the 2013 FCAT 2.0 for Reading, 45% of Black students, 59% of Hispanic students, and 68% of White students scored at Level 3 or above. The goal for 2014 is 54% for Black students, 70% for Hispanic students and 72% for White students. The area of deficiency for the Hispanic, Black and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Provide students will opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Language Arts Teacher

Participants:

Teachers

Action Step 2

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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.B1.S1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Teachers will include more opportunities to use informational text.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Students will practice using informational text and will be able to locate and verify details to draw conclusions.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B1.S2 Provide students with the opportunity to work on the i-Ready Reading program to fill the gaps within their own individualized learning program set up in the system after they take the Diagnostic Test.

Action Step 1

Students will work on the i-Ready Reading Program at least 90 minutes per week to fill in the gaps in their learning program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

i-Ready Reading progress reports will show student usage of the program.

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

Teachers will provide students opportunities during the school day to utilize the i-Ready Reading program, along with before and after school in the media center.

Person or Persons Responsible

The teachers and administrators will monitor the i-Ready student usage reports.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of the Quarterly Usage reports for the i-Ready program

Plan to Monitor Effectiveness of G1.B1.S2

Students will practice with the i-Ready program and will be able to increase their success within the program.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of the i-Ready Reading program.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B2 On the 2013 FCAT 2.0 for Reading, 24% of the ELL subgroup scored at Level 3 or above. The goal for 2014 is 47%. The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

G1.B2.S1 Provide students with opportunities to practice with a variety of skills to strengthen their comprehension of needed vocabulary.

Action Step 1

- Students would benefit from a variety of activities working with sets of words that are semantically related.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

- Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.

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.B2.S1

Teachers will provide students with activities to practice working with words that are semantically related. Teachers will give students additional practice with prefixes, suffixes, root words, synonyms and antonyms.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Students will be actively engaged in opportunities to work with words that are semantically related. Students will also be given more practice with prefixes, suffixes, root words, synonyms, and antonyms.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series of Inside by National Geographic Quizzes/Tests.

G1.B2.S2 Provide students with the opportunity to work on the i-Ready Reading program to fill the gaps within their own individualized learning program set up in the system after they take the Diagnostic Test.

Action Step 1

Students will work on the i-Ready Reading Program at least 90 minutes per week to fill in the gaps in their learning program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

i-Ready Reading progress reports will show student usage of the program.

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

Teachers will provide students opportunities during the school day to utilize the i-Ready Reading program, along with before and after school in the media center.

Person or Persons Responsible

The teachers and administrators will monitor the i-Ready student usage reports.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of the Quarterly Usage reports for the i-Ready program

Plan to Monitor Effectiveness of G1.B2.S2

Students will practice with the i-Ready program and will be able to increase their success within the program.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of the i-Ready Reading program.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B3 On the 2013 FCAT 2.0 in Reading, 24% of the SWD subgroup scored at or above Level 3. The goal for 2014 is 47%. The area of deficiency for the SWD subgroup as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application de to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B3.S1 Provide students with opportunities to use text and text features to strengthen their reading application skills.

Action Step 1

Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

Teachers will give students opportunities to cite several pieces of textual evidence to support the analysis of what the text says and to draw inferences from the text.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Students will cite several pieces of textual evidence to support analysis of what the text says and will learn to make inferences from the text.

Person or Persons Responsible

The LLT along with the administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments-McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B3.S2 Provide students with the opportunity to work on the i-Ready Reading program to fill the gaps within their own individualized learning program set up in the system after they take the Diagnostic Test.

Action Step 1

Students will work on the i-Ready Reading Program at least 90 minutes per week to fill in the gaps in their learning program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

i-Ready Reading progress reports will show student usage of the program.

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

Teachers will provide students opportunities during the school day to utilize the i-Ready Reading program, along with before and after school in the media center.

Person or Persons Responsible

The teachers and administrators will monitor the i-Ready student usage reports.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of the Quarterly Usage reports for the i-Ready program

Plan to Monitor Effectiveness of G1.B3.S2

Students will practice with the i-Ready program and will be able to increase their success within the program.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of the i-Ready Reading program.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B4 On the 2013 FCAT 2.0 for Reading, 57% of the ED subgroup scored at Level 3 or above. The goal for 2014 is 67%. The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to lack of organization when working with text and text features.

G1.B4.S1 Provide students with opportunities to use text and text features to strengthen their reading application.

Action Step 1

- Students should practice using and identifying details from the passage to determine main idea, plot, and purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

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

Teachers will give students practice using and identifying details from passages to determine main idea, plot and purpose. Teachers will give students additional practice in making inferences, drawing conclusions and identifying the author's purpose in texts.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series of Inside by National Geographic Quizzes/Tests and Interim Assessments

G1.B5 On the 2013 FCAT 2.0 for Reading, 29% of students scored at Level 3. The goal for 2014 is 37%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B5.S1 Provide students with opportunities with text and text features to strengthen their reading application of text material.

Action Step 1

- Students will ingrain the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Students will use text marking (e.g., making margin notes, highlighting) while working with passages in content area text.

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

Teachers will allow students practice in justifying answers by going back to the text for details and in the use of graphic organizers to see patterns and to summarize main points. Teachers will give students opportunities to use text marking.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Students will use text marking to justify answers by going back to the text for support. Students will become proficient in the use of graphic organizers to see patterns and to summarize main points.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests and Interim Assessments.

G1.B6 On the 2013 FCAT 2.0 for Reading, 29% of student scored at Level 4-5. The goal for 2014 is 32%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

G1.B6.S1 Provide students with opportunities to utilize literary elements and figurative language in Fiction and Nonfiction genres.

Action Step 1

- Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Students will practice identifying the methods of development, as well as multiple patterns within a single passage.

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.B6.S1

Teachers will allow students to practice reducing textual information to key points so that they can compare and contrast across a variety of genres. Teachers will also give students opportunities to identify the methods of development.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Students will be able to reduce textual information to key points and be able to compare and contrast over a variety of genres. Students will be given opportunities to practice identifying the methods of development.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests and Interim Assessments.

G1.B7 On the 2013 FCAT 2.0 for Reading, 69% of students made Learning Gains. The goal for 2014 is 72%. The area of deficiency for students making Learning Gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B7.S1 Provide students with opportunities to use text and text features to strengthen their reading application skills.

Action Step 1

- Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Students will use text marking (e.g., making margin notes, highlighting) while working with passages in content area text.

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

Teachers will provide students with opportunities to draw inferences and support analysis of text.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Students will draw inferences from text and be able to cite several pieces of evidence to support their analysis. They will also become proficient in text marking.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests and Interim Assessments.

G1.B8 On the 2013 FCAT 2.0 for Reading, 66% of students in the Lowest 25% made Learning Gains. The goal for 2014 is 69%. The area of deficiency for students in the Lowest 25% making Learning Gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B8.S1 Provide students with opportunities to use text and text features to strengthen their reading application skills.

Action Step 1

- Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Students will use text marking (e.g., making margin notes, highlighting) while working with passages in content area text.

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.B8.S1

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests and Interim Assessments.

G1.B9 On the 2013 CELLA test, 49% of ELL students scored proficient in Listening and Speaking. The goal for 2014 is 54%. Students scoring proficient in Listening/Speaking on the 2013 CELLA have limited opportunity to listen and speak academic English outside the classroom.

G1.B9.S1 Provide students with opportunities to to listen and speak academic English outside of the classroom.

Action Step 1

Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

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.B9.S1

Teachers will model using Oral Language and repetition. Teachers will utilize multiple strategies including Role Playing and Think Alouds to provide support during speaking activities.

Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Rubrics and quarterly assessment to assess the listening and speaking objectives presented.

Plan to Monitor Effectiveness of G1.B9.S1

Students will use Role Playing and Think Alouds as strategies during speaking activities. Modeling will also be used to allow for proper use of language.

Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly assessment to assess the listening and speaking objectives presented.

G1.B10 On the 2013 CELLA test, 26% of students scored proficient in Reading. The goal for 2014 is 33%. Students scoring proficient in Reading on the 2013 CELLA have limited opportunity to read in English outside the classroom.

G1.B10.S1 Provide students opportunities to read in English outside the classroom.

Action Step 1

Teachers will Focus on Key Vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a mean to increase vocabulary development. Word Walls, Graphic Organizers and Word Banks will be used in all the classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material.

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.B10.S1

Teachers will focus on key vocabulary and utilize specific strategies to increase vocabulary development for reading development.

Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments.

Plan to Monitor Effectiveness of G1.B10.S1

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

Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Quizzes/Tests from the basal series will be used monthly.

G1.B11 On the 2013 CELLA test, 18% of students scored proficient in Writing. The goal for 2014 is 26%. Students scoring proficient in Writing on the 2013 CELLA have limited opportunity to write academic English outside the classroom.

G1.B11.S1 Provide students with opportunities to write in English outside the classroom.

Action Step 1

Dialogue Journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Webinar

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Teachers will utilize graphic organizers, dialogue journal and labeling in all classrooms.

Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies

Target Dates or Schedule

Quarterly

Evidence of Completion

Rubrics will be used to assess the writing objectives presented along with Lesson Plans.

Plan to Monitor Effectiveness of G1.B11.S1

Students will use graphic organizers, dialogue journals and labeling in the classroom to improve their writing.

Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Rubrics will be used to assess the writing objectives presented.

G2. On the 2013 FCAT 2.0 Writing Test, 41 percent of the students in Hammocks Middle School scored at a level 3.5 or above. Our goal for the 2014 FCAT Florida Writing Test is for 47 percent of students to score at Level 3.5 or above, an increase of six perce

G2.B1 On the 2013 FCAT 2.0 Writes Test, 41% of students scored at Level 3.5 or higher. Our goal for 2014 is 47%. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Provide students with opportunities to practice persuasive and expository writing throughout the core curriculum.

Action Step 1

- Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Miami Dade County Writing workshop

Participants:

8th grade Teacher

Action Step 2

- Write using the Write Scores Assessment Program three times during the year utilizing data from scored essays to improve writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

WriteScores Webinar Trainer

Participants:

8th Grade Teachers

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

Teachers will encourage students to use a variety of strategies to create a plan for their writing. Teachers will utilize the Write Scores program with data reports and suggested interventions to improve student writing performance.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and data reports from WriteScores writing program in September, November and January for all 8th grade students.

Plan to Monitor Effectiveness of G2.B1.S1

Students will learn a variety of strategies to organize their plan for writing and learn from the individualized data reports from Write Scores to improve their writing performance.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly. Use of WriteScores writing program data in September, November and January for all 8th grade students.

G3. On the 2013 FCAT 2.0 Math Test, 54 percent of students at Hammocks Middle School score at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 65 percent of the students to score at Level 3 or above, an increase of eleven percentage points.

G3.B1 On the 2013 FCAT 2.0 for Math, 72% of Asian students, 42% of Black students, 53% of Hispanic Students, and 62% of White students scored at or above Level 3. The goal for 2014 is 82% of Asian students, 51% of Black students, 65% of Hispanic students, and 72% of White students will score at Level 3 or above. The area of deficiency for the White, Black, Asian, and Hispanic subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B1.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Participants:

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

Teachers will provide contexts for math exploration and the development of understanding in areas of geometry and measurement.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and the results of Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Students will participate in mathematical exploration and engaging opportunities to practice measurement and geometry.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Miami-Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G3.B2 On the 2013 FCAT 2.0 in Math, 22% of the SWD subgroup scored at Level 3 or above. The goal for 2014 is 42%. The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B2.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide students with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism.

Person or Persons Responsible

Teacher

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

Teachers will develop lesson plans to build on student prior knowledge in the understandings of geometry and measurement. Provide opportunity to use manipulatives and visual models.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Students will participate in classroom discussions to associate prior knowledge to ongoing math instruction. Students will participate in hands on learning through the use of manipulatives and visual models.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Miami-Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G3.B3 On the 2013 FCAT 2.0 in Math, 51% of the ED subgroup scored at Level 3 or above. The goal for 2014 is 63%. The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B3.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

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

Teachers will provide students with time to practice and apply learned concepts in real life situations. Teachers will recommend students to attend Homework Help sessions as needed.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and Homework Help Logs

Plan to Monitor Effectiveness of G3.B3.S1

Students will practice and apply concepts to real life situations given the time in class and if needed the extra time in Homework Help sessions.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Miami-Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G3.B4 On the 2013 FCAT 2.0 in Math, 27% of the students scored at Level 3. The goal for 2014 is 39%. The area of deficiency for the students scoring at Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in calculating measurement and understanding geometric shapes.

G3.B4.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking in an Intensive Math Elective.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Person or Persons Responsible

Teacher

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

Teachers will utilize strategies such as Think Alouds to verbalize thinking and provide students with multiple representations to solve multi-step problems. Students who do not score Level 3 can be placed in Intensive Math classes.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Students can be enrolled in the Intensive Math elective if they do not score a Level 3 or higher in FCAT 2.0 Math. They will be able to have opportunities to use multiple representations to solve multi-step problems.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments –Miami- Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G3.B5 On the 2013 FCAT 2.0 in Math, 21% of the students scored at or above Level 4. The goal for 2014 is 26%. The area of deficiency for the students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in measurement activities.

G3.B5.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Teachers will provide students with enrichment opportunities to extend their learning.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Students will be given opportunities for enrichment and to extend their learning in math.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Miami- Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G3.B6 On the 2013 FCAT 2.0 in Math, 61% of the students made Learning Gains. The goal for 2014 is 65%. The area of deficiency for the students making Learning Gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in measurement activities.

G3.B6.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Person or Persons Responsible

Teacher

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

Teachers will provide students with opportunities to use multiple representations to translate and model multi-step real world problems.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Students will use multiple representations to translate and model multi-step real world problems involving geometry and measurement.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Miami- Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G3.B7 On the 2013 FCAT 2.0 in Math, 55% of Students in the Lowest 25% made Learning Gains. The goal for 2014 is 60%. The area of deficiency for the Students in the Lowest 25% as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in measurement activities.

G3.B7.S1 : Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of expressions and equations as indicated by data reports.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Teachers will use intervention programs such as Odyssey Math and Reflex Math to address individual student deficiencies.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results from Interim Assessments will be analyzed to measure progress toward our goal.

Plan to Monitor Effectiveness of G3.B7.S1

Students will utilize intervention programs such as Odyssey Math and Reflex Math to address individualized deficiencies in Math.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Quizzes/Tests and Interim Assessments

G3.B8 On the 2013 FCAT 2.0 in Math, 29% of the ELL subgroup scored at or above Level 3. The goal for 2014 is 53%. The area of deficiency for the ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B8.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Teachers will develop students ability to make sense of real world application problems involving geometry and measurement.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

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

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Miami-Dade Holt McDougal Mathematics Quizzes/Tests and Interim Assessments

G4. In order to increase Middle School Acceleration, students scoring at Level 3 or above on the 2013 FCAT 2.0 Mathematics Test will be participate in the Algebra EOC exam bringing the participation percentage to 100%.

G4.B1 On the 2013 Algebra EOC 25% of students scored at Level 3 and 74% of students scored at Level 4 or 5. The goal for 2014 is 25% of students at Level 3 and 74% of students at Level 4 or 5. Students with Level 3 and above in FCAT Mathematics are not moved to advanced math classes.

G4.B1.S1 Accelerated mathematics will be offered to those students at each grade level who score a level 3 or higher on their FCAT 2.0 Mathematics Test. This will allow for a higher percentage of participation in Algebra EOC exams.

Action Step 1

Students entering grade 6 who score a level 4 or 5 on their FCAT 2.0 Mathematics Test will be scheduled into 7th grade Pre-Algebra to allow for acceleration in their middle school math course work. These students will participate in Algebra 1 as part of their 7th grade coursework

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Students entering grade 7 who score a level 4 or 5 on their FCAT 2.0 Mathematics Test will be scheduled into 8th grade Pre- Algebra to allow for acceleration in their middle school math course work.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Students entering grade 8 who score a level 3, 4, or 5 on their FCAT 2.0 Mathematics Test will be scheduled into the Algebra 1 course through the iPrep Math Technology Lab to allow for acceleration in their middle school math course work.

Person or Persons Responsible

Teacher

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

Teachers will teach course of identified students at an accelerated pace to ensure readiness for Algebra. Student performance will be analyzed and interventions will be utilized as needed.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Students will utilize computer based programs and teacher led activities to gain understanding of pre Algebra concepts.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Quizzes/Tests and Interim Assessments

G5. On the 2013 Algebra EOC, 99 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for the percentage to remain at 99 percent.

G5.B1 On the 2013 Algebra EOC, 25% of students scored at Level 3. The goal for 2014 is 25%. Students scoring at level 3 on the Algebra EOC need increased experience with technology, especially in reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting difficulty with all Reporting Categories in Algebra I. Students report that the form of the text is not familiar to them.

G5.B1.S1 Provide students with opportunities to solve multistep equations to increase their comprehension and knowledge of Rationals, Radicals, Quadratics and Discrete Mathematics.

Action Step 1

- Utilizing the iPrep Math Technology Lab students will work with a format to show work when they solve on-screen problems. The teachers will develop a bank of problems for students to do on the computer and develop a format to help students plan and solve the problem on paper.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Perform set operations, such as union and intersection, complement, and cross product

Person or Persons Responsible

Teacher

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

Teachers will work with students in the iPrep Math Lab to develop necessary skills to working and reporting problems on the computer. Teachers will give students opportunities to solve multistep equations to increase their comprehension of Discrete Mathematics.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and results of Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Students will work in the iPrep Math Lab to gain an understanding of the skills needed to perform multistep equations to increase their comprehension and knowledge of Discrete Mathematics. Students will experience technology to solve and report problems on the computer.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Quizzes/Tests and Interim Assessments

G5.B2 On the 2013 Algebra EOC, 74% of students scored a Level 4 or above. Students scoring at level 4 or above on the Algebra EOC need increased experience with technology, especially in reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting difficulty with all Reporting Categories in Algebra I. Students report that the form of the text is not familiar to them.

G5.B2.S1 Provide students with opportunities to solve multistep equations to increase their comprehension and knowledge of Rationals, Radicals, Quadratics and Discrete Mathematics.

Action Step 1

- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Teachers will utilize the technology in the iPrep Math Lab to allow students to solve and report problems using technology. Teachers will provide students with opportunities to solve multistep equations to increase their comprehension and knowledge of Algebraic Mathematic concepts.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and results of Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Students will learn how to utilize technology to solve and report problems on the computer. Students will be given opportunities to solve multistep equations to increase their comprehension and knowledge of Algebraic Mathematical concepts.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Quizzes/Tests and Interim Assessments

G6. On the 2013 FCAT 2.0 Science, 47 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 53 percent of students to score at Level 3 or above, an increase of six percentage points.

G6.B1 On the 2014 FCAT 2.0 for Science, 25% of students scored at Level 3. The goal for 2014 is 29%. The area of deficiency for the 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.

G6.B1.S1 Provide opportunities for students to participate in laboratory activities and to produce artifacts dealing with Life Science.

Action Step 1

- Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school once a week during planning/meetings, and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

- Incorporate instructional technology resources into lesson plans (Odyssey Science, FCAT Explorer, Discovery, and Gizmos)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Participants:

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

Teachers will provide opportunities for students to perform hands on activities dealing with Life Science.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of the Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Students will participate in hands on laboratory activities and produce artifacts dealing with Life Science.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments – Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments

G6.B2 On the 2014 FCAT 2.0 for Science, 22% of students scored at or above Level 4. The goal for 2014 is 24%. The area of deficiency for the 8th grade students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.

G6.B2.S1 Provide opportunities for students to participate in laboratory activities and to produce artifacts dealing with Life Science.

Action Step 1

- Establish a plan and timeline for the development of student projects and Ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (Regional Science and Engineering Fair)

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.B2.S1

Teachers will direct students in the organization and time line for completion of Science Fair Projects.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G6.B2.S1

Students will learn how to organize and follow the timeline for completion of their Science Fair Project.

Person or Persons Responsible

The Leadership team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments, Science Fair Project completion.

G7. Students involved in STEM activities will increase from three in 2013 to five for 2014.

G7.B1 Student opportunities to participate in STEM activities will increase from 3 to 5 activities.

G7.B1.S1 Provide students opportunities to participate in Project Based Learning Activities in STEM

Action Step 1

- We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions such as the South Florida Science and Engineering Fair.

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 G7.B1.S1

Teachers will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administrators will monitor over Science, Mathematics, Advanced Academics, and STEM teachers.

Target Dates or Schedule

Quarterly

Evidence of Completion

Participation rosters for competitions and activities dealing with STEM.

Plan to Monitor Effectiveness of G7.B1.S1

Students will participate in STEM activities and competitions as presented by their teachers.

Person or Persons Responsible

Administrators will monitor over Science, Mathematics, Advanced Academics, and STEM teachers.

Target Dates or Schedule

Quarterly

Evidence of Completion

Participation rosters for competitions and completed Science Fair Projects going to the District Science Fair competition.

G8. Inform students of the opportunities and increase awareness of the CTE choices in high school.

G8.B1 There are no CTE courses currently at the middle school level.

G8.B1.S1 During high school articulation counselors will increase awareness for students to CTE programs and guest speakers will be brought in to introduce students to programs in CTE.

Action Step 1

During high school articulation counselors will increase student awareness of programs offered in CTE.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Articulation to high school

Evidence of Completion

Subject selection forms, guest speaker opportunities

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

Teachers will discuss CTE opportunities during high school articulation for students interested in the programs.

Person or Persons Responsible

Administration and Counseling staff will ask high schools to describe programs available to students.

Target Dates or Schedule

Ongoing

Evidence of Completion

Subject Selection forms, Guest speaker rosters

Plan to Monitor Effectiveness of G8.B1.S1

Students will gain information concerning opportunities in high school for CTE programs.

Person or Persons Responsible

Administrators and counselors will ask high schools to provide information to students about CTE programs.

Target Dates or Schedule

Ongoing

Evidence of Completion

Subject Selection forms, guest speaker rosters

G9. Our goal on the 2014 Civics EOC is for students to score at proficiency based on the data from the Civics Baseline Assessment.

G9.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G9.B1.S1 Provide students opportunities to transfer writing and language arts skills to the content area of Civics.

Action Step 1

Students will produce project-based activities and participate in peer reviews using class developed rubrics through the curriculum of the Hammocks Academy of Legal Studies.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

To enhance the Common Core State Standards (CCSS), teachers will participate in professional development in this area. Targeted classroom benchmarks will include: • Emphasizes problem solving and inquiry-based learning; • Emphasizes research-based activities on a public policy issue; • Provide opportunities for students to examine opposing points of view on a public policy issue; and • Provides opportunities for students to write to inform and to persuade.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Civics Teacher

Participants:

Teachers

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

Teachers will provide students opportunities to transfer writing and language arts skills to the content area of Civics.

Person or Persons Responsible

The Leadership Team will lead reviews on implementation.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and results of Interim Assessments.

Plan to Monitor Effectiveness of G9.B1.S1

Students will learn how to transfer their writing and language arts skills within the Civics content area.

Person or Persons Responsible

The Leadership Team will lead reviews on implementation.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative assessments will include school generated and District Interim Assessments.

G10. Students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

G10.B1 In 2013 4% of students failed a Math course, 2% failed a Language Arts course, and 3% failed two or more courses. Our goal for 2014 is for 3% or less to fail a math course, 1% or less to fail a Language Arts class and 2% or less to fail two or more courses. In monitoring the Early Warning Systems, our school will decrease the number of students who failed a Math course, students who failed a Language Arts course, and students who failed two or more courses in any subject, through strategies to be used schoolwide.

G10.B1.S1 Utilize school resources to monitor student grades early in the year.

Action Step 1

Student grades will be monitored for academic success.

Person or Persons Responsible

Classroom Teachers and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Progress Reports and Report Card grades.

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

Teachers will notify counselors to assist in speaking to students who are in danger of failing a subject. Team Leaders will be notified to organize parent/teacher conferences to discuss student academic progress.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Progress Reports and Report Cards

Plan to Monitor Effectiveness of G10.B1.S1

Students will ask for assistance if needed and will utilize programs such as Homework Help after school for help with their homework.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Homework Help Log

G10.B2 In 2013 8% of students missed 10% or more of available instructional time due to poor attendance. Our goal for 2014 is 7%. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time.

G10.B2.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rti team.

Action Step 1

Contact with parent will be made after a student misses three days of school to assess the reason for the absences.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Administration will contact parents of students who have excessive absences to determine intervention strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance referrals and reports

Plan to Monitor Effectiveness of G10.B2.S1

Students who are absent will bring notes to school for excused absences.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance referrals and reports

G10.B3 In 2013 25% of students received two or more behavioral referrals and 18% of students who received one or more behavior referrals which led to suspension. Our goal for 2014 is 24% who will receive two or more behavior referrals and 17% who receive one or more behavior referral which results in suspension. In monitoring the Early Warning Systems, our school will decrease the number of referrals students receive by using alternatives to suspension.

G10.B3.S1 Provide students opportunities for progressive discipline procedures and incentives for good behavior.

Action Step 1

Review the Student Code of Conduct with Faculty and Staff for understanding of steps involved in student behavior issues.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports and Spot Success Reports

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Teachers will refer students for inappropriate behavior based on the Student Code of Conduct and progressive discipline procedures.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Records and Spot Success Reports

Plan to Monitor Effectiveness of G10.B3.S1

Students will follow the Student Code of Conduct and understand that infractions can result in disciplinary actions.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports and Spot Success Reports

Coordination and Integration

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

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

Title I, Part A

Services are provided at Hammocks Middle School Prelaw Magnet to ensure students requiring additional remediation are assisted as needed. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Hammocks Middle School students. Our reading department develops, leads, and evaluates core content standards and programs. The teachers identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies. Ms. Reyes, one of our Reading teachers, will assist with school-wide screening programs such as FAIR testing, which provide early intervening services for “at risk” students; she will assist in the design and implementation of progress monitoring, data collection, and data analysis and will participate in the design and delivery of professional development. Ms. Reyes will provide support for assessment and implementation monitoring. Other components that are integrated into the Hammocks school-wide program include an extensive Parental Program: Title 1 Chess with SCSI Instructor Mr. Reed, a school website to increase parental awareness and involvement, as well as unique support services to special-need populations such as homeless, migrant, neglected and/or delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

Services at Hammocks Middle School are coordinated with district drop-out prevention programs. The District receives funds to support the Educational Alternative Outreach program at our school.

Title II

The District uses supplemental funds for improving basic education at Hammocks Middle School Prelaw Magnet, as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for our Professional Development Liaisons (PDL) Ms. Susan Ryan, focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services at Hammocks Middle School Prelaw Magnet are provided through the District for educational materials and ELL district support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL). The school uses Title III funds to implement and/or provide tutorial programs, such as HLAP (with our paraprofessional) and reading and supplementary instructional materials.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Hammocks Middle School Prelaw Magnet by collaborating with parents, schools, and the community. When a student is identified as “homeless” certain services will be retained for the child. These are facilitated through the child’s family, school guidance counselor(s) and social worker.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs

Hammocks Middle School Prelaw Magnet offers counseling through our Student Services department focusing on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises. Our school social worker, Ms. Flack will provide supplemental services to

students and their families as needed.

Nutrition Programs

- 1) Hammocks Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, per state statute, is taught through physical education at Hammocks Middle School Prelaw Magnet.
- 3) Hammocks Middle School Prelaw Magnet's, Food Service Program, (which includes: school breakfast, school lunch, and after-care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education-N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Hammocks Middle School Prelaw Magnet will complete academic program and will have a better understanding and appreciation of the post-secondary opportunities available to them, while acquiring the necessary skills to advance in said opportunities.

Articulation agreements at Hammocks Middle School Prelaw Magnet allow students to earn college and post-secondary technical credits in high school. These agreements will provide more opportunities for students to complete 2- and 4-year post-secondary degrees.

Hammocks Middle School Prelaw Magnet students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for post-secondary will strengthen with the integration of technical, academic and career components, as well as a coherent sequence of courses.

Job Training-N/A

Other

Parental

Hammocks Middle School Prelaw Magnet will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents about available programs, their rights and other referral services.

Hammocks Middle School Prelaw Magnet will increase parental engagement/involvement by developing the Title I School-Parent Compact (with on-going parental input) and the Title I Parental Involvement Plan (PIP). Parental awareness and involvement will also be increased through the scheduling of the Title I Annual Meeting and the continued use of the school website. Furthermore, other documents/activities necessary to comply with dissemination and reporting requirements, will also be implemented in order to increase parental awareness and involvement.

Hammocks Middle School Prelaw Magnet will conduct an informal parent survey to determine the specific needs of our parents. Parents workshops, Parent Academy Courses, etc., will be planned (with flexible times to accommodate parent schedules) as part of our goal to empower parents and build capacity for involvement.

We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month, as documentation of compliance with NCLB Section 1118.

Additionally, the MDCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The survey results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential, "as-needed" services will be provided to any students in the school in homeless situations, as applicable by our counselors and social worker.

Additional academic and support services will be provided to students and families of the Migrant population, as applicable by our counselors and social worker.

School Improve Grant Fund/School Improvement Grant Initiative

Hammocks Middle School Prelaw Magnet receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing

subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions (such as extended day/remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS).

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 Reading, 60% of students at Hammocks Middle School scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 69% of the students to score at Level 3 or above, an increase of nine percentage points.

G1.B1 On the 2013 FCAT 2.0 for Reading, 45% of Black students, 59% of Hispanic students, and 68% of White students scored at Level 3 or above. The goal for 2014 is 54% for Black students, 70% for Hispanic students and 72% for White students. The area of deficiency for the Hispanic, Black and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Provide students will opportunities to use informational text to strengthen arguments to support their answers.

PD Opportunity 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

Facilitator

Language Arts Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G1.B11 On the 2013 CELLA test, 18% of students scored proficient in Writing. The goal for 2014 is 26%. Students scoring proficient in Writing on the 2013 CELLA have limited opportunity to write academic English outside the classroom.

G1.B11.S1 Provide students with opportunities to write in English outside the classroom.

PD Opportunity 1

Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Facilitator

Webinar

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G2. On the 2013 FCAT 2.0 Writing Test, 41 percent of the students in Hammocks Middle School scored at a level 3.5 or above. Our goal for the 2014 FCAT Florida Writing Test is for 47 percent of students to score at Level 3.5 or above, an increase of six perce

G2.B1 On the 2013 FCAT 2.0 Writes Test, 41% of students scored at Level 3.5 or higher. Our goal for 2014 is 47%. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Provide students with opportunities to practice persuasive and expository writing throughout the core curriculum.

PD Opportunity 1

- Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Facilitator

Miami Dade County Writing workshop

Participants

8th grade Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

PD Opportunity 2

- Write using the Write Scores Assessment Program three times during the year utilizing data from scored essays to improve writing.

Facilitator

WriteScores Webinar Trainer

Participants

8th Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G3. On the 2013 FCAT 2.0 Math Test, 54 percent of students at Hammocks Middle School score at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 65 percent of the students to score at Level 3 or above, an increase of eleven percentage points.

G3.B1 On the 2013 FCAT 2.0 for Math, 72% of Asian students, 42% of Black students, 53% of Hispanic Students, and 62% of White students scored at or above Level 3. The goal for 2014 is 82% of Asian students, 51% of Black students, 65% of Hispanic students, and 72% of White students will score at Level 3 or above. The area of deficiency for the White, Black, Asian, and Hispanic subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B1.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

PD Opportunity 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G6. On the 2013 FCAT 2.0 Science, 47 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 53 percent of students to score at Level 3 or above, an increase of six percentage points.

G6.B1 On the 2014 FCAT 2.0 for Science, 25% of students scored at Level 3. The goal for 2014 is 29%. The area of deficiency for the 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.

G6.B1.S1 Provide opportunities for students to participate in laboratory activities and to produce artifacts dealing with Life Science.

PD Opportunity 1

- Incorporate instructional technology resources into lesson plans (Odyssey Science, FCAT Explorer, Discovery, and Gizmos)

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G9. Our goal on the 2014 Civics EOC is for students to score at proficiency based on the data from the Civics Baseline Assessment.

G9.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G9.B1.S1 Provide students opportunities to transfer writing and language arts skills to the content area of Civics.

PD Opportunity 1

To enhance the Common Core State Standards (CCSS), teachers will participate in professional development in this area. Targeted classroom benchmarks will include: • Emphasizes problem solving and inquiry-based learning; • Emphasizes research-based activities on a public policy issue; • Provide opportunities for students to examine opposing points of view on a public policy issue; and • Provides opportunities for students to write to inform and to persuade.

Facilitator

Civics Teacher

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
G1.	On the 2013 FCAT 2.0 Reading, 60% of students at Hammocks Middle School scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 69% of the students to score at Level 3 or above, an increase of nine percentage points.	\$5,500
G2.	On the 2013 FCAT 2.0 Writing Test, 41 percent of the students in Hammocks Middle School scored at a level 3.5 or above. Our goal for the 2014 FCAT Florida Writing Test is for 47 percent of students to score at Level 3.5 or above, an increase of six perce	\$5,000
G7.	Students involved in STEM activities will increase from three in 2013 to five for 2014.	\$600
Total		\$11,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Technology	Total
		\$0	\$0	\$0
Title 1	\$10,000	\$600	\$500	\$11,100
Total	\$10,000	\$600	\$500	\$11,100

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 60% of students at Hammocks Middle School scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 69% of the students to score at Level 3 or above, an increase of nine percentage points.

G1.B7 On the 2013 FCAT 2.0 for Reading, 69% of students made Learning Gains. The goal for 2014 is 72%. The area of deficiency for students making Learning Gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B7.S1 Provide students with opportunities to use text and text features to strengthen their reading application skills.

Action Step 2

- Students will use text marking (e.g., making margin notes, highlighting) while working with passages in content area text.

Resource Type

Technology

Resource

Use of Computers and materials for paper text

Funding Source

Title 1

Amount Needed

\$500

G1.B11 On the 2013 CELLA test, 18% of students scored proficient in Writing. The goal for 2014 is 26%. Students scoring proficient in Writing on the 2013 CELLA have limited opportunity to write academic English outside the classroom.

G1.B11.S1 Provide students with opportunities to write in English outside the classroom.

Action Step 2

Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Resource Type

Evidence-Based Program

Resource

Write Score Assessment program

Funding Source

Title 1

Amount Needed

\$5,000

G2. On the 2013 FCAT 2.0 Writing Test, 41 percent of the students in Hammocks Middle School scored at a level 3.5 or above. Our goal for the 2014 FCAT Florida Writing Test is for 47 percent of students to score at Level 3.5 or above, an increase of six perce

G2.B1 On the 2013 FCAT 2.0 Writes Test, 41% of students scored at Level 3.5 or higher. Our goal for 2014 is 47%. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Provide students with opportunities to practice persuasive and expository writing throughout the core curriculum.

Action Step 2

- Write using the Write Scores Assessment Program three times during the year utilizing data from scored essays to improve writing.

Resource Type

Evidence-Based Program

Resource

Write Score Assessment Program

Funding Source

Title 1

Amount Needed

\$5,000

G3. On the 2013 FCAT 2.0 Math Test, 54 percent of students at Hammocks Middle School score at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 65 percent of the students to score at Level 3 or above, an increase of eleven percentage points.

G3.B1 On the 2013 FCAT 2.0 for Math, 72% of Asian students, 42% of Black students, 53% of Hispanic Students, and 62% of White students scored at or above Level 3. The goal for 2014 is 82% of Asian students, 51% of Black students, 65% of Hispanic students, and 72% of White students will score at Level 3 or above. The area of deficiency for the White, Black, Asian, and Hispanic subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B1.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Resource Type

Evidence-Based Program

Resource

Materials and Registration Fees

Funding Source

Amount Needed

G3.B3 On the 2013 FCAT 2.0 in Math, 51% of the ED subgroup scored at Level 3 or above. The goal for 2014 is 63%. The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to the lack of practice in calculating measurement and understanding geometric shapes.

G3.B3.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B4 On the 2013 FCAT 2.0 in Math, 27% of the students scored at Level 3. The goal for 2014 is 39%. The area of deficiency for the students scoring at Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement due to a lack of practice in calculating measurement and understanding geometric shapes.

G3.B4.S1 Provide students with opportunities to practice calculating measurement and understanding geometric shapes.

Action Step 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking in an Intensive Math Elective.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. On the 2013 FCAT 2.0 Science, 47 percent of students at Hammocks Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 53 percent of students to score at Level 3 or above, an increase of six percentage points.

G6.B1 On the 2014 FCAT 2.0 for Science, 25% of students scored at Level 3. The goal for 2014 is 29%. The area of deficiency for the 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.

G6.B1.S1 Provide opportunities for students to participate in laboratory activities and to produce artifacts dealing with Life Science.

Action Step 2

- Incorporate instructional technology resources into lesson plans (Odyssey Science, FCAT Explorer, Discovery, and Gizmos)

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B2 On the 2014 FCAT 2.0 for Science, 22% of students scored at or above Level 4. The goal for 2014 is 24%. The area of deficiency for the 8th grade students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category Life Science due to limited evidence of student artifacts and laboratory reports reflecting grade 8 Life Science content.

G6.B2.S1 Provide opportunities for students to participate in laboratory activities and to produce artifacts dealing with Life Science.

Action Step 1

- Establish a plan and timeline for the development of student projects and Ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (Regional Science and Engineering Fair)

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. Students involved in STEM activities will increase from three in 2013 to five for 2014.

G7.B1 Student opportunities to participate in STEM activities will increase from 3 to 5 activities.

G7.B1.S1 Provide students opportunities to participate in Project Based Learning Activities in STEM

Action Step 1

- We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions such as the South Florida Science and Engineering Fair.

Resource Type

Other

Resource

Funding Source

Title 1

Amount Needed

\$600