



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Shenandoah Middle School

1950 SW 19TH ST

Miami, FL 33145

305-856-8282

<http://shenandoahmiddle.dadeschools.net/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
92%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
C

2009-10
C

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	21
Goals Detail	22
Action Plan for Improvement	33
Part III: Coordination and Integration	76
Appendix 1: Professional Development Plan to Support Goals	78
Appendix 2: Budget to Support Goals	89

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
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Shenandoah Middle School

Principal

Humberto J. Miret

School Advisory Council chair

Maria Jimenez (Lead Teacher Museums Magnet)

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

Name	Title
Humberto J. Miret	Principal
Mariana M. Gonzalez	Assistant Principal
Paulo de la Osa	Assistant Principal
Vivian Leon	Reading Dept. Chair/Professional Development Liaison
Daniel Gangeri	Science Department Chair
Maria Jimenez	Museums Magnet Lead Teacher
Teresita Herrera	Social Studies Department Chair
Esther Kirby	Vocational/P.E. Department Chair
Jose Pena	CSI Teacher
Robert Perez	E.S.E. Department Chair
Juan Carlos Rodriguez	EFL Lead Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, UTD Steward-1, Teachers-6 + 1 Alternate, Parents- 5 + 1 Alternate, Educational Support- 1 + 1 Alternate, Students- 3 + 1 Alternate, BCR- 3

Involvement of the SAC in the development of the SIP

The emphasis of the EESAC Committee is on monitoring student academic progress (using various data measures) to ensure that the SIP strategies are aligned to students' needs; and conduct monthly Monitoring of school-wide literacy, mathematics, and science programs, also reviewing and evaluating the RtI processes at the school site.

Activities of the SAC for the upcoming school year

The SAC Committee will focus on evaluating the implementation of literacy strategies across the curriculum, by providing the faculty with school-wide data reports and department data chat checklists that evaluate progress towards the content area goals contained in the SIP. The SAC Committee will also review the P.D. plans involving the phasing in of the Common Core Standards across the curriculum, as well as review student information from the MTSS/RtI Committee.

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

The school improvement funds are projected to be used to upgrade the media center's collection. The allocated amount of \$5716 will be applied to acquire current and age-appropriate books that will help motivate our students academically while instilling an interest in reading for pleasure. The goal is to increase student achievement in reading comprehension thus impacting their overall learning acquisition through literacy.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

with 15 or more years of experience

32, 55%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Soliciting referrals from current employer: Principal
2. Attendance at education and general career fair: Principal; Assistant Principal for Curriculum
3. Recognize high-performing teachers via a school-wide program: Principal; Assistant Principal for Curriculum
4. Provide high-performing teachers with leadership opportunities at the school site. Principal; Assistant Principal for Curriculum

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

Daniel Gangeri Science Certification Support new and teachers in need of assistance with the incorporation of science strategies;
Frank Ventura Language Arts Certification Support new and teachers in need of assistance with the incorporation of reading strategies

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

Data will be used to guide instructional decisions and system procedures for all students to:

1. adjust the delivery of curriculum and instruction to meet the specific needs of students;
2. adjust the delivery of behavior management system;
3. adjust the allocation of school-based resources;

4. drive decisions regarding targeted professional development; and
5. create student growth trajectories in order to identify and develop interventions.

The data will be collected and analyzed in order to drive instruction. Some of the major data sources used will be as follow:

Baseline Data (grades 6th-8th) Progress Monitoring and Reporting Network (PMRN), District Baseline and EOC Assessments, FCAT, and District Writing Pre-test.

Mid-Year (Progress Monitoring- grades 6th-8th) PMRN, Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Reading Plus, and Interim Assessments.

End-of-the-Year (summative): FAIR, Interim Assessments, PMRN, District Writing Post-Test, and FCAT.

Behavioral Data Collected throughout the school year:

- 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 and Referrals to special education programs

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

Additionally, MTSS/RTI leadership team and the EESAC will discuss, review, and make corrections and publish the School Improvement Plan. The team will provide targets for academic and social areas that need to be addressed, focusing on the implementation and monitoring of the three-tiered program. The team will also help set SMART goal expectations for instruction (rigor and relevance). Additionally, the MTSS/RTI leadership team will also be involved with the monitoring of the Action Plans included in the SIP for the subgroups in reading and mathematics, science and writing.

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

The MTSS/RTI team will meet as needed (minimum of a once every quarter) to engage in the following activities: The MTSS/RTI team will analyze the school's trend data, focusing on the sub-groups' performance on reading, mathematics, writing, and science. The MTSS/RTI team will identify three to four school-wide action plans that will include the following procedures: professional development based on the school's needs assessment, a systematic examination of available data provided to all teachers, and customized workshops for students to zero-in on deficient benchmarks and provide them with effective learning strategies. The team will also monitor the implementation of the MTSS/RTI program, especially in the core content area classrooms, by conducting regular classroom walk-throughs. The team will provide additional support via coaching and/or training to those teachers who require assistance in correctly implementing the program.

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

The data will be collected and analyzed in order to drive instruction. Some of the major data sources used will be as follow:

Baseline Data (grades 6th-8th) Progress Monitoring and Reporting Network (PMRN), District Baseline and EOC Assessments, FCAT, and the District Writing Pre-Test.

Mid-Year (Progress Monitoring- grades 6th-8th) PMRN, Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Reading Plus, and Interim Assessments.

End-of-the-Year (Summative): FAIR, Interim Assessments, PMRN, District Writing Post-Test, and FCAT.

Behavioral Data Collected throughout the school year:

- 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 and Referrals to special education programs

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

The MTSS/RTI team will meet as needed (minimum of a once every month) to engage in the following activities: The MTSS/RTI team will analyze the school's trend data, focusing on the sub-groups' performance on reading, mathematics, writing, and science. The MTSS/RTI team will identify three to four school-wide action plans that will include the following procedures: professional development based on the school's needs assessment, a systematic examination of available data provided to all teachers, and customized workshops for students to zero-in on deficient benchmarks and provide them with effective learning strategies. The team will also monitor the implementation of the MTSS/RTI program, especially in the core content area classrooms, by conducting regular classroom walk-throughs. The team will provide additional support via coaching and/or training to those teachers who require assistance in correctly implementing the program and communicate findings to the team leaders who will set up meetings with parents when needed.

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: 960

We will offer a Tutoring Program for the core areas: Reading, Mathematics, and Science utilizing research-based instructional materials to provide students with interventions to address student deficiencies

Strategy Purpose(s)

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

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

Students will follow a program that will include assessments to track student performance.

Who is responsible for monitoring implementation of this strategy?

Core Area Department Chairpersons (Reading, ELL, Mathematics, & Science) and School-Based Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Humberto J. Miret	Principal
Mariana Gonzalez	Assistant Principal
Paulo De La Osa	Assistant Principal
Vivian A. Leon	Reading Dept. Chair/Professional Development Liaison
Maria Jimenez	Magnet Lead Teacher; EESAC Chairperson; Fine Arts Chair
Beatriz Alvarez	Language Arts Dept. Chair
Teresita Herrera	Social Sciences Dept. Chair
Daniel Gangieri	Science Dept. Chair
Jaqueline Bismarck	Mathematics Dept. Chair
Ibis Sierra	ESOL Dept. Chair
Robert Perez	SPED Dept. Chair
Juan Carlos Rodriguez	Foreign Languages Dept. Chair
Frank Ventura	Media Specialist
Esther Kirby	Vocational/P.E. Dept. Chair

How the school-based LLT functions

A key factor to an individual school's success is the building of leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The Reading Department Chairperson/ Professional Development Liaison is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's MTSS/RtI process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

What will be the major initiatives of the LLT this year?

During the 2013-14 school year, in-house professional development will continue to focus on school-wide literacy practices that specifically are designed to assist content area teachers with incorporating research-based and content-appropriate literacy strategies that promote student reading and writing achievement.

The following school-wide initiatives will be included in the Literacy Leadership Team's Action Plans for the 2013-14 school year. They are:

1. Provide core area teachers with professional development on the Common Core Standards and corresponding instructional strategies as they apply to their respective content areas; and Offer more professional development on the FCIM process (data analysis, data-driven instruction, data-driven remediation, and research-based strategies) to all teachers; and provide teachers with 21st century innovative and real-world literacy resources and activities via professional development.

Every Teacher Contributes to Reading Instruction

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

The Principal and the Literacy Leadership Team will promote literacy across the content areas by providing all teachers with professional development on research-based literacy strategies, on the implementation of differentiated instruction and the MTSS/RTI model. The reading, science, and mathematics coaches will be instrumental in providing reading and content teachers with resources, modeling, and coaching that will ensure that reading and writing strategies are infused in all of the content areas. The reading, language arts, social studies, and fine arts departments will follow a common instructional focus calendar that emphasizes tested FCAT reading benchmarks and infuses CRISS strategies. The academic coaches will also assist the team in making instructional and programmatic decisions, monitor the fidelity of implementation of the District's CRRP (Comprehensive Research-Based Reading Plan), and train teachers on the use of data to drive instruction.

Additionally, all teachers will be provided with ongoing professional development activities in the area of literacy. The Literacy Leadership Team will develop a school-wide classroom visitation schedule in order to monitor the implementation of the literacy strategies and activities via the homeroom and content area classrooms.

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

Shenandoah Middle School through the applied and integrated courses, assists the middle school students prepare for the more rigorous high-school coursework and career readiness by providing students with course curriculum and activities that involve authentic and real-world connections necessary for success in the ever-changing world of work.

Our school provides educational services based on the Common Core Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, science, and mathematics.

We are also a Museums Magnet School. This program includes partnerships with the Dade Heritage Trust Program, the History Miami Museum, the Lowe Art Museum - University of Miami, the Miami Museum of Science and Planetarium, the Miami Art Museum, the Coral Gables Museum, and the Wolfsonian - FIU that link innovative curriculum to the resources and artifacts of each museum, creating living laboratories. Through ongoing study trips and project-based learning activities, students are provided with unprecedented exposure to the arts, culture, history, language arts, social studies, and science. Museum educators also work in the classrooms alongside teachers and students to integrate

objects from collections that are used in meaningful real-world activities. As a result, students become researchers utilizing primary, secondary, and museum resources. Additionally, the magnet theme is infused into the school's curriculum through Understanding by Design units and themes, that includes Object-Based Learning and Visual Thinking Strategies infused throughout the different disciplines. As a result of all of these experiences, students learn how to prepare museum-quality exhibits across the curriculum. These wonderful displays of student creativity result in two Museum Exhibit Nights where the community comes together to celebrate students' original works.

In addition, Shenandoah Middle School instituted an Extended Foreign Language Program. The goal of the program is to develop bilingual, bi-literate, and bicultural students who will be prepared to meet the challenges of the world of tomorrow. The Extended Foreign Language Program promotes excellence in bilingual studies (English and Spanish), and is committed to high academic standards. Students in the Extended Foreign Language Program are immersed in the Museums Magnet Program curriculum. Seventh and eighth grade students enrolled in this program are afforded the opportunity to earn high school credits.

Another unique program at Shenandoah Middle School is the Microsoft IT Academy. The Microsoft IT Academy is a college and career ready program designed to provide students with 21st century technology skills necessary to acquire certification. Students receive hands-on experience with the latest Microsoft software in order to get an edge in today's competitive job market. In 2012-2013, in our first year as a Microsoft IT Academy, six students successfully attained industry certification by passing three Microsoft Office Certification Exams.

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

Shenandoah Middle School promotes academic and career planning through proactive leadership that engages all stakeholders in the delivery of the academic programs and services to assist students with achieving success in school. We assist students with their individual subject selections based on the students' academic needs and interests and develop the school's course selections based on this criteria. We also meet with the feeder pattern elementary schools to introduce incoming students to our school's curriculum offerings and provide them with individualized support with their course selections. In order to ensure that our students are thriving academically at our school, our support personnel, that includes the counselors, provide the students who are at risk with individual academic assistance and coping strategies and individual academic plans, when needed as a part of our school's Rtl plan. We also provide students with motivational incentives for increases in student performance across the content areas.

Our school also provides parents with continuous workshops designed to assist them with learning about the various instructional resources and support available to promote student achievement and success in school.

Strategies for improving student readiness for the public postsecondary level

Our school offers advanced courses in all of the content areas, including high-school level courses, such as Algebra, Geometry, and Biology. Additionally, our school offers the Microsoft IT Academy that results in industry certification, which enables students to secure employment in the field of technology in the future. Additionally, many of our students are enrolled in the Extended Foreign Language program that prepares them to become fluent and proficient in communicating in two languages.

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	54%	51%	No	59%
American Indian		0%		
Asian		0%		
Black/African American	56%	72%	Yes	60%
Hispanic	54%	50%	No	59%
White	63%	69%	Yes	66%
English language learners	31%	19%	No	38%
Students with disabilities	34%	18%	No	41%
Economically disadvantaged	53%	50%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	304	26%	30%
Students scoring at or above Achievement Level 4	274	24%	26%

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)	105	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	17%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	46	19%	27%

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	183	46%	51%
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	48%	44%	Yes	54%
American Indian		0%		
Asian		0%		
Black/African American	38%	54%	Yes	45%
Hispanic	48%	43%	Yes	54%
White	68%	62%	No	72%
English language learners	32%	21%	No	39%
Students with disabilities	30%	11%	No	37%
Economically disadvantaged	47%	43%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	21%	26%
Students scoring at or above Achievement Level 4	142	14%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		90%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	66%	68%
Students scoring at or above Achievement Level 4	16	15%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		16%
Students scoring at or above Achievement Level 4	35	81%	81%

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	78	21%	25%
Students scoring at or above Achievement Level 4	67	18%	20%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Achievement Level 4	21	78%	78%

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)	3		4
Participation in STEM-related experiences provided for students	300	30%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	35	3%	4%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	30	3%	4%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	35	3%	4%
Passing rate (%) for students who take CTE industry certification exams		17%	20%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	0%	100%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	108	9%	8%
Students who fail a mathematics course	137	12%	11%
Students who fail an English Language Arts course	32	3%	2%
Students who fail two or more courses in any subject	72	6%	5%
Students who receive two or more behavior referrals	137	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	194	16%	15%

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

Please see Title I Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** The results of the 2013 FCAT Reading 2.0 Test indicate that 51% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 59%.

- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 46% of the students achieved a 3.5 or above on the FCAT Writing. Our goal for the 2013-14 school year is to increase the number of students scoring at a 3.5 or higher by 5% to 51%.

- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 44% of our students achieved FCAT Levels 3 and Above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 54%.

- G4.** 2013-14 Student Participation in Accelerated Courses will be maintained at 100% while Student Performance in Accelerated Courses will be maintained at 95%.

- G5.** The results of the 2013 Algebra EOC assessment indicate that 81% of our students scored in the upper third (Levels 3-5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5% to 86%.

- G6.** The results of the 2013 Geometry EOC assessment indicate that 97% of our students achieved Level 3 and Above proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency (Levels 3-Above).

- G7.** The results of the 2013 FCAT 2.0 Science Test indicates that 40% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency (FCAT Levels 3-Above) by 5 percentage points to 45%.

- G8.** The results of the 2013 Biology EOC assessment indicates that 100% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency (FCAT Levels 3-Above) at 100%.

- G9.** STEM practices will be integrated throughout the mathematics and science classes during the 2013-2014 to ensure the standards are taught with rigor.

- G10.** CTE student achievement of industry certification will increase by 5% from 17% to 22%

- G11.** The results of the 2013 Civics Baseline Assessment indicate that 1% of our students achieved a proficient score. Our goal for the 2013-14 school year is to increase the number of students scoring proficient by 10% on the Winter Civics Interim Assessment.

- G12.** During the 2013-14 school year, our school will increase student attendance by 1%, and decrease students with 10 or more absences by Student attendance will improve .5%.

Goals Detail

G1. The results of the 2013 FCAT Reading 2.0 Test indicate that 51% of our students achieved Level 3 and above proficiency. Our goal for the-2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 59%.

Targets Supported

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

Resources Available to Support the Goal

- An emphasis will be placed- school-wide on the use of select Project CRISS Program strategies, such as: Word Maps, Frayer Vocabulary Model, Word Morpheme Analysis, Word Etymology exercises using the Sadlier Vocabulary for Success program; CRISS Program templates and graphic organizers; CPALMS (Common Core) lessons; FCAT Explorer.
- Provide students with differentiated lesson videos during the year to assist with the planning and implementation of differentiated lessons, while containing more challenging passages and higher-order questioning strategies and activities that promote critical thinking skills. FCAT Explorer; Discovery Channel Lessons; Extension Lessons/Resources in Pacing Guides (M-DCPS Learning Village).
- Instructional Resources for the ELL student population include the following: Tutoring Sessions; Use of Achieves 3000 program; Reading Plus, and Accelerated Reader.
- Provide SPED students with supplemental Instruction/interventions for those who are not responding to core instruction (differentiated instruction and after-school tutoring) and via supplemental reading programs such as: Achieves 3000 and Reading Plus. Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice
- CELLA Listening & Speaking: Brainstorming Cooperative Learning (Group Reports/ Group Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy.
- CELLA Reading: Various Materials/Achieves 3000; Use Task Cards; Teacher-Made Questions; Differentiated Instruction (DI))
- CELLA Writing: Various Resources; Achieves 3000 D1. Dialogue Journals D2. Graphic Organizers

Targeted Barriers to Achieving the Goal

- The area of deficiency for FCAT 2.0- Level 3 students, as derived from the 2013 administration of the FCAT Reading 2.0 Test was Reporting Category 1- Vocabulary- students do not read enough complex text to acquire grade-level vocabulary.
- The trend data for our school suggests that a significant number of our FCAT levels 4 and 5 students tend to drop a level or two in subsequent testing years.
- The area of deficiency for the ELL and Lowest 25% subgroup, as noted on the 2013 administration of the FCAT 2.0 administration was Reporting category 4: Informational Text/ Research Process. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills.
- A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text.
- CELLA Speaking and Listening: the parents and family members of our ELL students are Spanish speakers and do not provide students with enough practice of the English language at home.

- CELLA Reading: Students are not reading at their own language level-; they are not fluent in their native language.
- CELLA Writing: Students have problems identifying graphemes and phonemes, with punctuation; and subject-verb agreement.
- Learning Gains of FCAT Level 1 and 2 students: These students require additional time working on targeted skills to improve specific learning deficiencies via online Instructional programs after-school. Many of these students are not taking full-advantage of the supplemental programs available to them.

Plan to Monitor Progress Toward the Goal

Review Students' reading performance

Person or Persons Responsible

Principal; Assistant Principal; Language Arts, Reading, and ELL Department Chairs

Target Dates or Schedule:

Mid-Year and End-of-Year Review

Evidence of Completion:

Formative: District Interim Reading Assessment Reports; Lesson Plans; Evidence of Strategies in Student Folders Summative: 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 46% of the students achieved a 3.5 or above on the FCAT Writing. Our goal for the 2013-14 school year is to increase the number of students scoring at a 3.5 or higher by 5% to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Reading/Language Arts Department Online Resources: C-Palm Lessons; Discovery Learning; Teaching Channel; Six-Traits Resources that focus on writing conventions; FLDOE Anchor Writing Sets for Current 8th Grade Students; Creative Writing Class; District Exemplar Lessons containing Writing Activities and Resources
- District Reading/Language Arts Department Online Resources: C-Palm Lessons; Discovery Learning; Teaching Channel; Six-Traits Writing Activities; District Exemplar Writing Activities/ Resources

Targeted Barriers to Achieving the Goal

- Writing Instruction and inclusion of writing checklists are often limited to Language Arts Teachers, which represents approximately 16% of the students' instructional exposure in school. Since students require additional time to familiarize themselves with correct usage which is assessed more rigorously on the FCAT 2.0 Writing Test and the upcoming PARCC Writing Test.
- Student writing is lacking voice, support, and evidence of higher-order thinking processes.

Plan to Monitor Progress Toward the Goal

Review Writing Output Data Measures

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Mid-Year and End-of-Year

Evidence of Completion:

Student Writing Results on District's Mid-Year Writing Test and FCAT Writing 2.0 Test.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 44% of our students achieved FCAT Levels 3 and Above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 54%.

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

- Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments to progress monitor students' mastery of targeted grade level objectives and essential content. Also use some of the following technological resources: Carnegie Tutor; FCAT Explorer; Gizmos; and the FLDOE Florida Achieves!
- Assign FCAT Level 1 and 2 students to an Intensive Mathematics class where they will receive additional support with basic and foundational mathematical skills, as well as reinforce newly learned skills in their regular mathematics course
- Provide FCAT Level 3 Students with instructional resources that cover the following:
 - Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials; FCAT Explorer; FLDOE Florida Achieves
- Step-It-Up Problem Solving Protocol; FCAT Explorer; Gizmos; Carnegie Tutor

Targeted Barriers to Achieving the Goal

- The area of deficiency for FCAT 2.0 Level 3 students, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, was Geometry and Measurement. There is trend data in this area that suggests that our students lack the necessary mathematics foundation to master this subject area, with an approximate mean score of 35%.
- The Lowest 25% and the ELL subgroups have limited basic mathematics skills that diminish their progress with grade-level material, such as not having achieved mastery with the multiplication tables, and basic computations skills.
- FCAT Level 3 students require more in-depth guided practice of more complex mathematical applications via differentiated instructional groups in order to address individual student needs.
- The FCAT Level 4 & 5 Students area of greatest difficulty was in Stand 2: Quadratics, and Discrete Mathematics, based on students' trend data reported on the FCAT 2.0 and the 2013 District's Baseline report. They require more in-depth and individualized activities to assist them.

Plan to Monitor Progress Toward the Goal

Review and adjust curriculum as needed, based on the ongoing results

Person or Persons Responsible

Administrator Mathematics & Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessment Results: Fall and Winter; Mathematics FCAT 2.0 results

G4. 2013-14 Student Participation in Accelerated Courses will be maintained at 100% while Student Performance in Accelerated Courses will be maintained at 95%.

Targets Supported

Resources Available to Support the Goal

- Master Schedule will include a variety of accelerated course sections offered at various times of the day to provide students with an opportunity to enroll in more courses.
- Provide Students enrolled in Accelerated Courses with supplemental instructional resources (guides) and online resources, such as the following: Discovery Learning, Gizmos, Virtual Library, and FCAT Explorer.

Targeted Barriers to Achieving the Goal

- In some cases, Block Scheduling limits the possibility of students taking both their required courses, and the maximum possible of accelerated courses.
- Students enrolled in the Microsoft Certification courses require more time to master the tasks that are assessed in each course to pass the certification test.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The results of the 2013 Algebra EOC assessment indicate that 81% of our students scored in the upper third (Levels 3-5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5% to 86%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Some resources may include the following: Algebra Nation, FLDOE Achieves!; FCAT Explorer; and Carnegie Tutor

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra EOC assessment the area of greatest difficulty for FCAT Level 3 students was in Stand 2: Quadratics, and Discrete Mathematics.
- According to the results of the 2013 Algebra EOC assessment the area of greatest difficulty for FCAT Level 4 students was in Stand 2: Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Review Student Performance on various Formative and Summative Algebra assessments.

Person or Persons Responsible

Administrative Team; Mathematics Department Chairperson

Target Dates or Schedule:

Mid-Year; End-of-Year-Assessment Results

Evidence of Completion:

District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.
Summative: 2014 Algebra EOC Assessment

G6. The results of the 2013 Geometry EOC assessment indicate that 97% of our students achieved Level 3 and Above proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency (Levels 3-Above).

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Some Resources used could include, but are not limited to the following: CPalms (Common Core Standards); Learning Village Lesson Plans; Mathematics Task Cards; District Pacing Guides; Carnegie Cognitive Tutor; Extended Learning Modules; Florida Focus; and FCAT Explorer

Targeted Barriers to Achieving the Goal

- According to the 2013 Geometry EOC assessment results, the area of greatest difficulty for FCAT Level 3 students was in Strand 2: Three-Dimensional Geometry.
- According to the 2013 Geometry EOC assessment results, FCAT Level 4 students have difficulty with solving geometry problems that require real-world applications

Plan to Monitor Progress Toward the Goal

Review Student Folders for Evidence of Targeted Benchmarks; Review Formative and Summative Results

Person or Persons Responsible

Administrative Team; Mathematics Department Chairperson

Target Dates or Schedule:

Mid-Year and End-of-Year District Assessments and EOC Test Results

Evidence of Completion:

Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders; Formative Assessments: Mid-Year District Interim Assessment; Summative Assessment: 2014 Geometry EOC Assessment

G7. The results of the 2013 FCAT 2.0 Science Test indicates that 40% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency (FCAT Levels 3-Above) by 5 percentage points to 45%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Gizmos; Science Labs; Discovery Learning Lessons; FCAT Explorer (8th Grade); Manipulatives

Targeted Barriers to Achieving the Goal

- Limited evidence of student work that accurately reflects a thorough understanding of the Nature of Science content. As noted on the 2013 FCAT 2.0, Level 3 students had the lowest average score in the Nature of Science Reporting Category.
- A significant number of FCAT Level 4 students are not able to apply the fundamental scientific principles to real-world problems or complex problems.

Plan to Monitor Progress Toward the Goal

Effectiveness of Strategy(ies) implementation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Mid-Year and End-of-the-Year Review

Evidence of Completion:

Interim Assessments; Science FCAT 2.0

G8. The results of the 2013 Biology EOC assessment indicates that 100% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency (FCAT Levels 3-Above) at 100%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- District Science Mathematics and Science Department Resources; Discovery Learning Lessons; C-Palms Lessons; Teaching Channel

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Biology EOC assessment the area of greatest difficulty for students was in Strand 1: Molecular and Cellular Biology. Students require more time to complete open inquiry labs and projects that focus on Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Effectiveness of Strategy(ies) implementation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Mid-Year and End-of-the-Year Review

Evidence of Completion:

Interim Assessments; Biology EOC

G9. STEM practices will be integrated throughout the mathematics and science classes during the 2013-2014 to ensure the standards are taught with rigor.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Gizmos; Science Lab Reports; FCAT Explorer; Discovery Learning; C-Palms

Targeted Barriers to Achieving the Goal

- Students demonstrate limited engagement in hands-on, real-world science, technology, engineering, and mathematics (STEM) applications and projects/ activities.

Plan to Monitor Progress Toward the Goal

Effectiveness of Strategy(ies) implementation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Mid-Year and End-of-the-Year Review

Evidence of Completion:

Interim Assessments; Science FCAT 2.0

G10. CTE student achievement of industry certification will increase by 5% from 17% to 22%

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE teachers participate in online PD, such as Fla. Assoc. of Career and Technical Education (FACTE) online course Common Core State Standards 101 for CTE”(offered 2 to 3 times a year.)

Targeted Barriers to Achieving the Goal

- CTE Teacher is not industry certified

Plan to Monitor Progress Toward the Goal

Leadership Team will monitor and review the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Mid-Year and Summative Program Data

Evidence of Completion:

Reading data of CTE students measuring CCSS; Perkins Grant Accountability district data of Reading targets of CTE students; and Industry Certification Exam Results

G11. The results of the 2013 Civics Baseline Assessment indicate that 1% of our students achieved a proficient score. Our goal for the 2013-14 school year is to increase the number of students scoring proficient by 10% on the Winter Civics Interim Assessment.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- CRISS strategies and training, Discovery Education, iCivics.org and other websites recommended by the district; District Task Cards and Lesson Plans

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 with civics related terminology
- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have limited understanding and knowledge of how to recognize and use primary and secondary sources.

Plan to Monitor Progress Toward the Goal

Formative assessments and district interim assessments will be used to analyze the progress of mastering primary and secondary source documents

Person or Persons Responsible

Assistant Principal and the Social Studies Department Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

The 2014 Civics EOC results will be used to determine the effectiveness of this strategy.

G12. During the 2013-14 school year, our school will increase student attendance by 1%, and decrease students with 10 or more absences by Student attendance will improve .5%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Parent Academy; Parent Resource Letter; School Team Meetings; ConnectEd Calls to Parents on Important Events at the School; Parent Academy Parent Workshops

Targeted Barriers to Achieving the Goal

- There is a lack of positive parental reinforcement for some at-risk students to attend school and class on time consistently

Plan to Monitor Progress Toward the Goal

Review Attendance Record of At-Risk Students to determine if attendance of these students has improved

Person or Persons Responsible

Administrator and Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Schedule of Meetings with the parents of students who continue to have a problem with attendance

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT Reading 2.0 Test indicate that 51% of our students achieved Level 3 and above proficiency. Our goal for the-2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 59%.

G1.B1 The area of deficiency for FCAT 2.0- Level 3 students, as derived from the 2013 administration of the FCAT Reading 2.0 Test was Reporting Category 1- Vocabulary- students do not read enough complex text to acquire grade-level vocabulary.

G1.B1.S1 Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms, using some of the following strategies: Word Maps, Word Etymology exercises, the Frayer Model, Concept of Definition Maps, etc.. Students would also be more motivated to read, and thus improve their vocabularies if we continue to supplement our current library selections with popular book titles that the students are more inclined to read independently.

Action Step 1

The Language Arts teachers will use the Sadlier Vocabulary for Success program purchased by the District to work on Tier II words that have follow-up activities and assessments. The teachers will monitor the infusion of the Tier II vocabulary words in the lessons and to assess student learning of the new words. Also, monitor student selection of books checked out in our school's library to determine if students are reading more of the popular book titles.

Person or Persons Responsible

Reading Dept. Chair; Language Arts Teachers; Media Specialist

Target Dates or Schedule

Monitor Student vocabulary achievement via the Vocabulary for Success program assessments. Provide students who are not indicating improvement by additional practice and support via differentiated group activities.

Evidence of Completion

Formative: Reports; Mini-Vocabulary Assessments on a monthly basis from the program; Library Circulation Report- monthly.

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

Review Vocabulary Program Chapter Results with dept.

Person or Persons Responsible

Language Arts Dept. Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Results per class period presented via dept. meetings

Plan to Monitor Effectiveness of G1.B1.S1

Review Students' learning gains in Vocabulary

Person or Persons Responsible

School Site Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment Data; Vocabulary Program Assessment Reports

G1.B2 The trend data for our school suggests that a significant number of our FCAT levels 4 and 5 students tend to drop a level or two in subsequent testing years.

G1.B2.S1 Provide students with differentiated activities that contain more challenging passages and higher-order questioning strategies and activities that promote critical thinking skills.

Action Step 1

Maintaining/Improving Student Reading Achievement via an enriched and challenging curriculum

Person or Persons Responsible

Language Arts Teachers of Advanced and Gifted Students

Target Dates or Schedule

Create and Implement project-based learning activities that provide students with challenging reading and writing tasks on a regular basis

Evidence of Completion

Quarterly Projects/Writing Portfolios; FCAT Explorer; Reading Plus (Enrichment track).

Facilitator:

Language Arts Department Chair and Gifted Language Arts Teacher

Participants:

Language Arts Teachers of Advanced and Gifted Students

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

Differentiated Writing Activities/Projects

Person or Persons Responsible

Language Arts Department Chairperson/Reading Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

The Language Arts and Reading Department Chairpersons will monitor the reading performance of FCAT Level 4 and 5 students via target classes that require additional assistance, and provide those classes with ongoing support and resources, such as FCAT Explorer, Discovery Learning, and projects that promote students' critical thinking skills.

Plan to Monitor Effectiveness of G1.B2.S1

Review Student Work Samples; Instructional Checklist Review

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Reading and Writing Assessment Reports; Programmatic Assessment Reports

G1.B3 The area of deficiency for the ELL and Lowest 25% subgroup, as noted on the 2013 administration of the FCAT 2.0 administration was Reporting category 4: Informational Text/Research Process. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills.

G1.B3.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions, using such strategies as follows: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; encouraging students to read from a wide variety of texts and to analyze the structure an author uses to organize text. Supplemental reading programs that will assist them with their individual learning goals include the following: Achieve 3000 (TeenBiz); Reading Plus 4.0; and Accelerated Reader. Students will also be provided small-group tutoring before and after-school.

Action Step 1

Improve students' understanding of informational text/complex text by exposing students to research-based reading strategies and supplemental reading programs, such as TeenBiz and Imagine Learning.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Monitor Student learning via the following assessments and timelines: Reading Interim Assessments (quarterly); Achieves 3000, Voyager, McDougall Littell Unit Tests, and Language reports on a monthly basis via dept. meetings, following the FCIM process to address students' learning deficiencies.

Evidence of Completion

Formative: Tutoring Attendance Rosters; CELLA Reports; Achieve 3000 Reports; FAIR Data Reports; District Reading Interim Assessment Reports; Inside Program Reports; Voyager Program reports; Language assessment results. Summative: 2014 FCAT 2.0 Reading Test & CELLA Test

Facilitator:

ESOL Department Chair

Participants:

ESOL Teachers

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

Review Student Work Samples; Review Instructional Strategies with teachers

Person or Persons Responsible

ELL Department Chair

Target Dates or Schedule

Monthly during department meetings

Evidence of Completion

Department Meeting Agendas

Plan to Monitor Effectiveness of G1.B3.S1

Review Teacher Lesson Plans; Student Work

Person or Persons Responsible

Assistant Principal and ELL Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthroughs; Department Meeting Agendas

G1.B4 A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text.

G1.B4.S1 Plan supplemental Instruction/intervention for students not responding to core instruction (differentiated instruction and after-school tutoring) Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice

Action Step 1

After-School Tutoring Program for Select Students using supplemental reading materials and Online Reading Programs.

Person or Persons Responsible

Select Teachers

Target Dates or Schedule

Tutoring Attendance Rosters; Closely monitor various data measures to measure student learning and make instructional adjustments as needed

Evidence of Completion

Formative: Tutoring Attendance Rosters; FAIR Data Reports; District Reading Interim Assessment Reports; Read Achieves 3000 Reports; AR. Reports Summative: 2014 FCAT 2.0 Reading Test

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

After-School Tutoring Program for Select Students using supplemental reading materials and Online Reading Programs.

Person or Persons Responsible

SPED Department Chairperson

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Tutoring Rosters

Plan to Monitor Effectiveness of G1.B4.S1

After-School Tutoring Program for Select Students using supplemental reading materials and Online Reading Programs.

Person or Persons Responsible

Assistant Principal of Curriculum

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Minutes

G1.B5 CELLA Speaking and Listening: the parents and family members of our ELL students are Spanish speakers and do not provide students with enough practice of the English language at home.

G1.B5.S1 Provide students with recorded audio lessons; Role Play lessons in English; and provide practice on retell and summarize lessons from reading selections.

Action Step 1

Provide students with recorded audio lessons; Role Play lessons in English; and provide practice on retell and summarize lessons from reading selections.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

During select lessons on a continuous basis.

Evidence of Completion

CELLA; FAIR; District Interim Reading Assessments; ELL Program assessments..

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

Check Students' progress with their listening and speaking skills

Person or Persons Responsible

ESOL Teachers and Department Chair

Target Dates or Schedule

Monthly during department meeting discussions and classroom assessments

Evidence of Completion

ESOL Department Meeting Agendas

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 CELLA Reading: Students are not reading at their own language level-; they are not fluent in their native language.

G1.B6.S1 Activate prior knowledge; Divide reading passages in chunks for questions, prediction activities and summarization activities; Use Visuals to enhance vocabulary. Teachers will pace their lessons accordingly, and will provide students with exit slips to ensure that learning is taking place at an adequate pace.

Action Step 1

Systematic Oral Presentations; Lesson Plans in ELL classrooms

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

On a regular basis, included in lessons

Evidence of Completion

Lesson Plans; CELLA; FAIR; District Interim Reading Assessments; ELL Program assessments, such as the Achieves 3000 and Imagine Program Reports

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

Review student progress with reading comprehension and vocabulary skills on a continuous basis- ESOL program assessment reports, District Interim Assessments, and FAIR

Person or Persons Responsible

ESOL Department and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Department Meeting Agenda

Plan to Monitor Effectiveness of G1.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 CELLA Writing: Students have problems identifying graphemes and phonemes, with punctuation; and subject-verb agreement.

G1.B7.S1 Utilize the following strategies to improve student writing: dialogue journals ;graphic organizers; writing rubrics; and spelling strategies to address student deficiencies in writing.

Action Step 1

Systematic Oral Presentations; Process Writing Samples Utilizing the strategies; Lesson Plans in ELL classrooms

Person or Persons Responsible

ELL Teachers; Ell Dept. Chairperson

Target Dates or Schedule

Bi-Weekly Samples of Process Writing and Oral Presentations (graded- via a rubric)

Evidence of Completion

District Pre. and Mid-Year Writing Tests; Classroom Practice Essays; Unit Writing Quizzes

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

Review writing samples of students to check for progress with specific issues, such as graphemes and phonemes, grammar, and conventions

Person or Persons Responsible

ESOL Teachers and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Agendas

Plan to Monitor Effectiveness of G1.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B8 Learning Gains of FCAT Level 1 and 2 students: These students require additional time working on targeted skills to improve specific learning deficiencies via online Instructional programs after-school. Many of these students are not taking full-advantage of the supplemental programs available to them.

G1.B8.S1 Provide students who complete program requirements on a monthly basis with incentives for regular participation and satisfactory achievement in the program. Additionally, provide students with additional instructional support via before and after-school tutoring, using such programs as Reading Plus, FCAT Explorer, and Achieves 3000.

Action Step 1

Check Bi-weekly reports for supplemental online reading program participation and achievement, such as Reading Plus, Achieve 3000, Accelerated Reader, and FCAT Explorer

Person or Persons Responsible

Reading Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Software Reports

Action Step 2

Provide Students with incentives on a regular basis for meeting individual performance goals on the various reading programs

Person or Persons Responsible

Principal and Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Announcement Records

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

Evaluation of Student Progress on Specific Reading Skills

Person or Persons Responsible

Reading, Language Arts, SPED, and Social Studies Department Chairs

Target Dates or Schedule

On a Monthly Basis

Evidence of Completion

Reading Program Reports

Plan to Monitor Effectiveness of G1.B8.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 46% of the students achieved a 3.5 or above on the FCAT Writing. Our goal for the 2013-14 school year is to increase the number of students scoring at a 3.5 or higher by 5% to 51%.

G2.B1 Writing Instruction and inclusion of writing checklists are often limited to Language Arts Teachers, which represents approximately approximately 16% of the students' instructional exposure in school. Since students require additional time to familiarize themselves with correct usage which is assessed more rigorously on the FCAT 2.0 Writing Test and the upcoming PARCC Writing Test.

G2.B1.S1 Provide teachers with professional development on incorporating writing activities that assist students in improving their writing skills, focusing on support and conventions which are the areas that require more attention. Provide Language Arts teachers with more in-depth professional development on the upcoming PARCC Writing Assessments using sample writing prompts for argumentative, expository, and narrative writing.

Action Step 1

Teachers will incorporate writing-to-learn activities in their lesson plans that include formal essay assignments related to their content every three weeks. 6th and 7th grade teachers will include narrative writing and argumentative writing as practice prompts.

Person or Persons Responsible

Language Arts Teachers; Social Studies Teachers; and Science Teachers

Target Dates or Schedule

Writing to Learn Activities: Regularly Formal Writing Activities: Minimum every three weeks.

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Assistant Principal & Professional Development Liaison

Participants:

Language Arts Teachers; Social Studies Teachers; and Science Teachers

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

Review Student Writing Samples and Lesson Plans during Collaborative Department Meetings; Teachers will work in grade-level teams

Person or Persons Responsible

Reading & Language Arts Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Agendas; P.D. Records and Teacher P.D. Follow-up Activities

Plan to Monitor Effectiveness of G2.B1.S1

Review Writing Data and Student Samples

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Literacy Leadership Team Meeting Agendas; Administrative Classroom Walkthroughs to review student writing folders and teacher writing lessons

G2.B2 Student writing is lacking voice, support, and evidence of higher-order thinking processes.

G2.B2.S1 Provide students achieving proficiency in writing with more enrichment creative writing activities using Visual Thinking Strategies, Object Based lessons, and research-based writing strategies.

Action Step 1

Creative Writing Activities to Develop Students' Voice in Written assignments

Person or Persons Responsible

Reading Dept. Chair and Language Arts Dept. Chair

Target Dates or Schedule

One on one student-teacher writing conferences and peer review and critiques.

Evidence of Completion

Formative: Writing Checklist and Rubric; Object-Based Lessons; District Pre-test and Mid-Year test results; Student Folders Summative: 2014 FCAT Writing Test

Facilitator:

District Language Arts Supervisor and Curriculum Support, F.I.U. English Professors, and Reading Dept. Chair

Participants:

8th Grade Advanced Language Arts Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 44% of our students achieved FCAT Levels 3 and Above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 54%.

G3.B1 The area of deficiency for FCAT 2.0 Level 3 students, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, was Geometry and Measurement. There is trend data in this area that suggests that our students lack the necessary mathematics foundation to master this subject area, with an approximate mean score of 35%.

G3.B1.S1 Students will be provided with the following strategies to assist them in understanding and applying geometry and measurement concepts: Provide visual stimulus to develop students' spatial sense; Provide students with opportunities to investigate geometric properties; Differentiate instruction for students; Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders; Provide the opportunities for students to use similar triangles to solve problems that include height and distances; and have students solve problems involving scale factors, using ratio and proportion. Provide students with increased exposure to project-based learning that ties into real-world experiences.

Action Step 1

Provide students with additional intensive instruction on geometric properties and apply these to real-world scenarios via differentiated instructional groups and during before and after-school tutoring.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Regularly reinforced when appropriate to the content.

Evidence of Completion

Lesson Plans; Student Work in Folders

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

Review Lesson Plans and Student Work Samples involving Geometry problems and applications during Collaborative Department Meetings

Person or Persons Responsible

Mathematics Department Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Department Meeting Agendas

Plan to Monitor Effectiveness of G3.B1.S1

Review Student Learning of Geometry and Measurement concepts via Teacher's Data Binders and Student Folders

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthroughs; Attendance at Some Department Meetings

G3.B2 The Lowest 25% and the ELL subgroups have limited basic mathematics skills that diminish their progress with grade-level material, such as not having achieved mastery with the multiplication tables, and basic computations skills.

G3.B2.S1 Students will take an Intensive Mathematics Class in addition to their regular mathematics class to provide them with additional support.

Action Step 1

Reinforcement of deficient foundational skills needed to perform well on grade-level mathematical calculations

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Review formative data assessment data reports on a monthly basis via dept. meetings, including the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly. Utilize the Reflex mathematics program in the Critical Thinking classes to address individual skills during the school and provide additional support via after-school tutoring.

Evidence of Completion

Formative: District Mathematics Interim Assessment Reports; Topic Assessments; Student authentic work in folders; data binders in mathematics classrooms; Reflex Program reports
Summative: 2014 FCAT Mathematics Test

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

Discussion of various classroom and district assessment results to monitor students' progress in mastering deficient benchmarks

Person or Persons Responsible

Mathematics Department Chairperson

Target Dates or Schedule

Monthly Basis during department meetings

Evidence of Completion

Department Meeting Agendas

Plan to Monitor Effectiveness of G3.B2.S1

Determine if students are making adequate progress on targeted deficient benchmarks and modify interventions accordingly

Person or Persons Responsible

Department Chairperson and Assistant Principal

Target Dates or Schedule

On a quarterly basis- during meetings to review classroom reports

Evidence of Completion

Department Meeting Agenda

G3.B3 FCAT Level 3 students require more in-depth guided practice of more complex mathematical applications via differentiated instructional groups in order to address individual student needs.

G3.B3.S1 Provide differentiated opportunities for students to practice the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials.
- Simplify rational expressions.
- Divide polynomials by monomials.

Action Step 1

Review best math practices and strategies and sample lessons that include differentiated grouping

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Department Meeting Agendas

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

Discuss implemented lessons to improve instructional practices that include differentiated grouping of students

Person or Persons Responsible

Mathematics Department Chair and Mathematics Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Agendas

Plan to Monitor Effectiveness of G3.B3.S1

Observe Differentiated Mathematics Lessons

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Visitation Log

G4. 2013-14 Student Participation in Accelerated Courses will be maintained at 100% while Student Performance in Accelerated Courses will be maintained at 95%.

G4.B1 In some cases, Block Scheduling limits the possibility of students taking both their required courses, and the maximum possible of accelerated courses.

G4.B1.S1 Meet with students to determine accelerated course progression during their three years of middle school.

Action Step 1

Review Student Schedules and Academic Performance in Accelerated Courses

Person or Persons Responsible

Department Chairs of Accelerated Courses; Assistant Principal of Curriculum

Target Dates or Schedule

Beginning and End of School Year.

Evidence of Completion

Student Schedules; Master Course Schedule

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Students enrolled in the Microsoft Certification courses require more time to master the tasks that are assessed in each course to pass the certification test.

G4.B2.S1 Schedule students in the CTE program, beginning with the 6th graders to dedicate more time to each of the Microsoft Office programs required for certification.

Action Step 1

Review Master Schedule and Individual Student Schedules: Continuous registration through middle school

Person or Persons Responsible

Microsoft Teacher and Assistant Principal

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Master Schedule Changes; Student Class Schedule Changes

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

Conduct Articulation meetings to review student enrollment in the Microsoft Certification courses.

Person or Persons Responsible

Administration and Department Chairperson

Target Dates or Schedule

Beginning of the School Year, During the articulation meetings with the elementary schools, and at the end of the school year.

Evidence of Completion

Student enrollment in CTE courses and schedule changes

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. The results of the 2013 Algebra EOC assessment indicate that 81% of our students scored in the upper third (Levels 3-5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5% to 86%.

G5.B1 According to the results of the 2013 Algebra EOC assessment the area of greatest difficulty for FCAT Level 3 students was in Stand 2: Quadratics, and Discrete Mathematics.

G5.B1.S1 •Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations and model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: 1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world 2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative data assessment data reports, including the Algebra Baseline Assessment and programmatic assessments to ensure progress is being made and adjust instruction accordingly.

Facilitator:

Mathematics Department Chairperson

Participants:

Algebra Teacher

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

Algebra Learning Team Implementation

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders

Plan to Monitor Effectiveness of G5.B1.S1

Student Successful Small Group Activities/Projects

Person or Persons Responsible

Mathematics Department Chairperson & Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

District Mathematics Interim Assessment reports; Topic Assessment Results; Student authentic work.

G5.B2 According to the results of the 2013 Algebra EOC assessment the area of greatest difficulty for FCAT Level 4 students was in Stand 2: Quadratics, and Discrete Mathematics.

G5.B2.S1 Provide opportunities for students to: • Solve algebraic proportions in real-world and mathematical contexts. • Add, subtract, multiply, and divide radical expressions and simplify the results. • Solve real-world problems using quadratic equations. • Perform set operations, such as union and intersection, complement, and cross product. • Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: 1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world 2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative data assessment data reports, including the Algebra Baseline Assessment and programmatic assessments to ensure progress is being made and adjust instruction accordingly.

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

Algebra Learning Team Implementation

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders

Plan to Monitor Effectiveness of G5.B2.S1

Student Successful Small Group Activities/Projects

Person or Persons Responsible

Mathematics Department Chairperson & Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.

G6. The results of the 2013 Geometry EOC assessment indicate that 97% of our students achieved Level 3 and Above proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency (Levels 3-Above).

G6.B1 According to the 2013 Geometry EOC assessment results, the area of greatest difficulty for FCAT Level 3 students was in Strand 2: Three-Dimensional Geometry.

G6.B1.S1 Use instructional technology programs and resources such as Gizmos and FCAT Explorer provide students with opportunities to participate in interactive simulations in math.

Action Step 1

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.
- 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.
- Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.
- Provide opportunities for the students to apply geometric concepts in modeling real-world situations.
- Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Geometry Teachers

Target Dates or Schedule

Ongoing on a continuous basis

Evidence of Completion

District Baseline Assessment Results; Programmatic Assessments

Facilitator:

Mathematics Department Chairperson

Participants:

Geometry Teacher

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

Review Programmatic Assessments/Online Program Performance Reports; Student Mastery on Concept via Student Folders

Person or Persons Responsible

Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Agendas; Programmatic Assessment Performance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.

Person or Persons Responsible

Department Chairperson and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.

G6.B2 According to the 2013 Geometry EOC assessment results, FCAT Level 4 students have difficulty with solving geometry problems that require real-world applications

G6.B2.S1 Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems

Action Step 1

Provide opportunities for students to master the content so they will be able to:

- Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical and real-world problems.
- Determine measures of interior and exterior angles of regular polygons and justify the method used.
- Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties.
- Use properties of congruent and similar polygons to solve mathematical and real-world problems.
- Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical and real-world contexts.
- Solve problems by using and deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures.
- Use coordinate geometry to justify measures and characteristics of congruent, regular, and similar quadrilaterals.
- Use formal proofs to prove theorems involving rectangles, squares, parallelograms, rhombi, trapezoids, and kites.
- Use geometric properties to justify measures and characteristics of congruent and similar triangles.
- Solve problems related to circles and find measures of arcs and angles related to arcs. Identify the center, radius, and graph of a circle given its equation and identify the equation of a circle given its center and radius or graph.
- Provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture.

Person or Persons Responsible

Geometry Teacher

Target Dates or Schedule

Ongoing on a continuous basis

Evidence of Completion

District Baseline Assessment Results; Programmatic Assessments

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

Review Programmatic Assessments/Online Program Performance Reports; Student Mastery on Concepts discussed during department meetings

Person or Persons Responsible

Mathematics Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Agendas; Programatic Assessment Performance Reports

Plan to Monitor Effectiveness of G6.B2.S1

Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.

Person or Persons Responsible

Department Chairperson and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.

G7. The results of the 2013 FCAT 2.0 Science Test indicates that 40% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency (FCAT Levels 3-Above) by 5 percentage points to 45%.

G7.B1 Limited evidence of student work that accurately reflects a thorough understanding of the Nature of Science content. As noted on the 2013 FCAT 2.0, Level 3 students had the lowest average score in the Nature of Science Reporting Category.

G7.B1.S1 Students will increase rigor in all their writing activities and place a special emphasis on content that relates to the Nature of Science. The conclusion section of student lab reports will include a more in-depth analysis of the scientific method used for that particular lab activity during class time and during tutoring sessions.

Action Step 1

Writing Activities to increase content rigor; 8th grade science teachers will attend PD on Common Core Standards and Writing with Evidence, and create a department wide rubric to grade writing assignments connected to science lessons. Lessons will be implemented during class time and during after-school tutoring sessions.

Person or Persons Responsible

8th Grade Science Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Journals/ Folders; Lesson Plans

Facilitator:

Science Dept. Chair

Participants:

8th Grade Science Teachers

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

Discuss Student work and plan collaborative lesson plans during Department Meetings

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

Tri-Weekly Informal Evaluations

Evidence of Completion

Benchmark Assessments; Student Folders

Plan to Monitor Effectiveness of G7.B1.S1

Reviewing Student Work/Assessment results

Person or Persons Responsible

Assistant Principal in charge of Science & Science Department Chair

Target Dates or Schedule

Quarterly Reviews

Evidence of Completion

Interim Assessment Reports

G7.B2 A significant number of FCAT Level 4 students are not able to apply the fundamental scientific principles to real-world problems or complex problems.

G7.B2.S1 The students will be exposed to more hands-on and real world related problems. More emphasis will be put on open inquiry learning and increase participation in the Science Fair.

Action Step 1

The students will be exposed to more hands-on and real world related problems. More emphasis will be put on open inquiry learning and increase participation in the Science Fair.

Person or Persons Responsible

8th Grade Science Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Journals/ Folders; Lesson Plans

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

Review of Student work/folders/lesson plans

Person or Persons Responsible

Science Department Chair and Science Teachers

Target Dates or Schedule

Tri-Weekly Informal Evaluations

Evidence of Completion

Benchmark Assessments; Student Work Folders; Department Meeting Agendas

Plan to Monitor Effectiveness of G7.B2.S1

Reviewing Student Work/Assessment results

Person or Persons Responsible

Assistant Principal in charge of Science & Science Department Chair

Target Dates or Schedule

Quarterly Reviews

Evidence of Completion

Interim Assessment Reports; Student Work and Lab Folders

G8. The results of the 2013 Biology EOC assessment indicates that 100% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency (FCAT Levels 3-Above) at 100%.

G8.B1 According to the results of the 2013 Biology EOC assessment the area of greatest difficulty for students was in Strand 1: Molecular and Cellular Biology. Students require more time to complete open inquiry labs and projects that focus on Molecular and Cellular Biology.

G8.B1.S1 Students will be provided with hands-on activities and open inquiry labs which focus on molecular and cellular biology. Students will complete write-ups for these activities and labs that make special focus on content from the Molecular and Cellular Biology strand.

Action Step 1

Writing assignments focusing on Molecular and Cellular Biology

Person or Persons Responsible

Biology Classroom Teacher

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work samples with grading rubric attached

Facilitator:

Science Department Chair

Participants:

Biology Classroom Teacher

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

Review of Student Assessment results stemming from target lessons

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

Tri-Weekly Informal Evaluations during Collaborative Department Meetings

Evidence of Completion

Benchmark Assessments; Student Folders

Plan to Monitor Effectiveness of G8.B1.S1

Reviewing Student Work; Target Lessons/Assessment results

Person or Persons Responsible

Assistant Principal in charge of Science & Science Department Chair

Target Dates or Schedule

Monthly Reviews

Evidence of Completion

Interim Assessment Reports; Programmatic Assessments

G9. STEM practices will be integrated throughout the mathematics and science classes during the 2013-2014 to ensure the standards are taught with rigor.

G9.B1 Students demonstrate limited engagement in hands-on, real-world science, technology, engineering, and mathematics (STEM) applications and projects/ activities.

G9.B1.S1 Teachers will conduct any Essential Labs that are STEM related. Students will also increase their participation in STEM related competitions (The Fairchild Challenge). The Science Department will work towards creating in-house STEM style competitions.

Action Step 1

STEM-related labs and competitions: Science Common Core Standards

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student write-ups from labs and competitions

Facilitator:

Science Department Chair

Participants:

Science Teachers

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

Review of Student work/folders/lesson plans

Person or Persons Responsible

Science Department Chair and Science Teachers

Target Dates or Schedule

Tri-Weekly Informal Evaluations

Evidence of Completion

Benchmark Assessments; Student Work Folders; Department Meeting Agendas

Plan to Monitor Effectiveness of G9.B1.S1

Reviewing Student Work/Assessment results

Person or Persons Responsible

Assistant Principal in charge of Science & Science Department Chair

Target Dates or Schedule

Quarterly Reviews

Evidence of Completion

Interim Assessment Reports; Student Work and Lab Folders

G10. CTE student achievement of industry certification will increase by 5% from 17% to 22%

G10.B1 CTE Teacher is not industry certified

G10.B1.S1 CTE teachers will utilize baseline, and Vendor-assigned practice tests, and will monitor student progress towards meeting certification goals via certification activities and exercises. The CTE Teachers will also promote student development of certification goals and student awareness of industry certification timelines.

Action Step 1

CTE Teacher will be responsible for implementing lessons and practice exams.

Person or Persons Responsible

CTE Teacher

Target Dates or Schedule

Lessons and practice exam will occur daily.

Evidence of Completion

Test data from Pre-Test and Practice Tests.

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

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Evidence will be provided through data from industry certification testing providers

Plan to Monitor Effectiveness of G10.B1.S1

Administration will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction; Reading data of CTE students measuring CCSS

G11. The results of the 2013 Civics Baseline Assessment indicate that 1% of our students achieved a proficient score. Our goal for the 2013-14 school year is to increase the number of students scoring proficient by 10% on the Winter Civics Interim Assessment.

G11.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty with civics related terminology

G11.B1.S1 Provide classroom activities which help students develop an understanding of the content specific vocabulary taught in civics, including the use of print and non-print resources to research specific issues related to government/civics.

Action Step 1

Students will try to achieve mastery of Civics related EOC vocabulary with the help of CRISS strategies (i.e. concept mapping) and learning to decipher context clues.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; site generated assessments

Facilitator:

Social Studies Chair

Participants:

Social Studies Teachers

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

Will lead discussions and reviews of implementation strategies on vocabulary

Person or Persons Responsible

The Department Chair and Assistant Principal

Target Dates or Schedule

Twice a month during Department planning meetings

Evidence of Completion

Student work; site generated assessments

Plan to Monitor Effectiveness of G11.B1.S1

Data analysis of site generated and district mandated assessments will be conducted

Person or Persons Responsible

Assistant Principal and the Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; site generated assessments; quizzes/tests; interim assessments.

G11.B2 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have limited understanding and knowledge of how to recognize and use primary and secondary sources.

G11.B2.S1 To enhance the CCSS, teachers will participate in professional development in this area. Targeted classroom benchmarks will include: Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics, including but not limited to, the use of primary and secondary sources.

Action Step 1

Students will try to achieve mastery of primary and secondary source interpretations by working with Mini-DBQs (Document-based questions) and with documents from the National Archives.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; site generated assessments

Facilitator:

Social Studies Department Chair

Participants:

Teacher

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

Will lead discussions and reviews of implementation strategies on the use of primary and secondary sources in the classroom in regards to civics.

Person or Persons Responsible

The Department Chair and Assistant Principal

Target Dates or Schedule

Once a month during Department planning meetings

Evidence of Completion

Student work; site generated assessments

Plan to Monitor Effectiveness of G11.B2.S1

Data analysis of site-generated and district mandated assessments will be conducted.

Person or Persons Responsible

Assistant Principal and Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; site generated assessments; quizzes/tests; interim assessments.

G12. During the 2013-14 school year, our school will increase student attendance by 1%, and decrease students with 10 or more absences by Student attendance will improve .5%.

G12.B1 There is a lack of positive parental reinforcement for some at-risk students to attend school and class on time consistently

G12.B1.S1 In-House P.B.S. (Positive Behavior Support) Program; Faculty Member and Children's Trust Fund Resource person will work closely with Student Services department to prevent truancy and to improve attendance rate of students; Students who have excellent attendance and those who improve their attendance will be eligible to participate in a school-wide incentive program .

Action Step 1

Review Student Attendance records of at-risk students

Person or Persons Responsible

Principal; Assistant Principal; School Center for Special Instruction (C.S.I. Teacher); MTSS/ Rtl Team; Trust Counselor; Student Services

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Select Student Attendance Records; Meetings: Team Meeting and CSI Records; Parent Meetings

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

Meetings with At-Risk Students and Parents

Person or Persons Responsible

Team Leaders and Students' Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Team Meeting Schedule and Sign-in Sheets

Plan to Monitor Effectiveness of G12.B1.S1

Review At-Risk Student's Attendance Records

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Meetings with select students

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

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

At Shenandoah Middle School services are provided to ensure students requiring additional remediation are assisted through enrolling students in Intensive Reading, Mathematics, Science, and Writing classes in addition to their core content area classes and during after-school tutorial sessions are available during the year. Support services are provided to students via the student services department who assist with whole-school screening programs that provide early intervention programs for children who are considered "at risk." The Literacy Leadership Team and the RtI Committee develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches following the RTI program prescriptions. The reading contact assists with the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and school-wide literacy implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services for the special needs populations , such as neglected, delinquent , and academically struggling students.

Title I, Part C- Migrant

At Shenandoah Middle School, parents are provided with ongoing trainings resources via the school's Parent Resource Center. This program provides parents with available programs, services, and resources, in the form of workshops and Parent Academy courses at flexible times that accommodate our parents' schedules, in the hope that this will empower parents and increase their involvement with their child's education. It also informs parents of their rights under the Title I No Child Left Behind Act and other referral programs. The school also works to increase parental involvement and engagement through developing our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Parent Meeting and providing parents with other documents/activities necessary in order to comply with dissemination and reporting requirements.

Title I, Part D

The District uses supplemental funds for improving basic education 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 Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Shenandoah Middle School provides new teachers with qualified mentors. Our school also provides teachers with professional development course availability information for those teachers requiring a subject endorsement via the Professional Development (P.D.) Liaison. Additionally, the P.D. Liaison assists teachers with identifying appropriate certification and re-certification courses.

Title II

The Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Shenandoah Middle School by providing funds to implement and/or provide:

- Tutorial programs (6th-8th grades);
- Parent Outreach Programs (6th-8th grades);

- Hardware and Software for the development of language and literacy skills in reading, mathematics, and science purchased to be used by ELL and immigrant students (6th-8th, RFP Process); and
- Instructional Materials

Title III

At the present time, Shenandoah Middle School does not serve any homeless children. In the event that we identify a student or students in this situation, the school's Trust Counselor will work closely with the family, community, and district services to provide resources (clothing, school supplies, social services referrals) for the student(s) that are available as a part of the Project Upstart Homeless Children and Youth in Transition program.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Shenandoah Middle School offers a comprehensive non-violence and anti-drug program to students. The programs and activities that will continue to be offered are as follows: Substance and Abuse Prevention workshops for all 6th graders; Red Ribbon Week school-wide program and activities; School-wide Anti-Bullying workshops (classroom workshops and visitations); Blue Ribbon Week (violence prevention week); International Peace Day; and the Gang Resistance Education and Training.

Violence Prevention Programs

- 1) Shenandoah 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.
- 3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Walk-Fit Program (promotes diet and exercise awareness).

Nutrition Programs

- 1) Shenandoah 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.
- 3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Walk-Fit Program (promotes diet and exercise awareness).

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 Shenandoah Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

Our school sponsors the Future Business Leaders of America (FBLA) club, and also provides students with an opportunity to enroll in business and technology courses that are designed to prepare students for secondary school work experiences. We also have a partnership with Mercy Hospital, where students work as volunteers during the summer. Additionally, our school has an FCCLA program that exposes students to the culinary arts field, the Fairchild Challenge program that exposes students to eco-fields, and a Museum Magnet program that exposes students to the Arts fields.

Job Training

N/A

Other

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT Reading 2.0 Test indicate that 51% of our students achieved Level 3 and above proficiency. Our goal for the-2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 59%.

G1.B2 The trend data for our school suggests that a significant number of our FCAT levels 4 and 5 students tend to drop a level or two in subsequent testing years.

G1.B2.S1 Provide students with differentiated activities that contain more challenging passages and higher-order questioning strategies and activities that promote critical thinking skills.

PD Opportunity 1

Maintaining/Improving Student Reading Achievement via an enriched and challenging curriculum

Facilitator

Language Arts Department Chair and Gifted Language Arts Teacher

Participants

Language Arts Teachers of Advanced and Gifted Students

Target Dates or Schedule

Create and Implement project-based learning activities that provide students with challenging reading and writing tasks on a regular basis

Evidence of Completion

Quarterly Projects/Writing Portfolios; FCAT Explorer; Reading Plus (Enrichment track).

G1.B3 The area of deficiency for the ELL and Lowest 25% subgroup, as noted on the 2013 administration of the FCAT 2.0 administration was Reporting category 4: Informational Text/Research Process. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills.

G1.B3.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions, using such strategies as follows: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; encouraging students to read from a wide variety of texts and to analyze the structure an author uses to organize text. Supplemental reading programs that will assist them with their individual learning goals include the following: Achieve 3000 (TeenBiz); Reading Plus 4.0; and Accelerated Reader. Students will also be provided small-group tutoring before and after-school.

PD Opportunity 1

Improve students' understanding of informational text/complex text by exposing students to research-based reading strategies and supplemental reading programs, such as TeenBiz and Imagine Learning.

Facilitator

ESOL Department Chair

Participants

ESOL Teachers

Target Dates or Schedule

Monitor Student learning via the following assessments and timelines: Reading Interim Assessments (quarterly); Achieves 3000, Voyager, McDougall Littell Unit Tests, and Language reports on a monthly basis via dept. meetings, following the FCIM process to address students' learning deficiencies.

Evidence of Completion

Formative: Tutoring Attendance Rosters; CELLA Reports; Achieve 3000 Reports; FAIR Data Reports; District Reading Interim Assessment Reports; Inside Program Reports; Voyager Program reports; Language assessment results. Summative: 2014 FCAT 2.0 Reading Test & CELLA Test

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 46% of the students achieved a 3.5 or above on the FCAT Writing. Our goal for the 2013-14 school year is to increase the number of students scoring at a 3.5 or higher by 5% to 51%.

G2.B1 Writing Instruction and inclusion of writing checklists are often limited to Language Arts Teachers, which represents approximately 16% of the students' instructional exposure in school. Since students require additional time to familiarize themselves with correct usage which is assessed more rigorously on the FCAT 2.0 Writing Test and the upcoming PARCC Writing Test.

G2.B1.S1 Provide teachers with professional development on incorporating writing activities that assist students in improving their writing skills, focusing on support and conventions which are the areas that require more attention. Provide Language Arts teachers with more in-depth professional development on the upcoming PARCC Writing Assessments using sample writing prompts for argumentative, expository, and narrative writing.

PD Opportunity 1

Teachers will incorporate writing-to-learn activities in their lesson plans that include formal essay assignments related to their content every three weeks. 6th and 7th grade teachers will include narrative writing and argumentative writing as practice prompts.

Facilitator

Assistant Principal & Professional Development Liaison

Participants

Language Arts Teachers; Social Studies Teachers; and Science Teachers

Target Dates or Schedule

Writing to Learn Activities: Regularly Formal Writing Activities: Minimum every three weeks.

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

G2.B2 Student writing is lacking voice, support, and evidence of higher-order thinking processes.

G2.B2.S1 Provide students achieving proficiency in writing with more enrichment creative writing activities using Visual Thinking Strategies, Object Based lessons, and research-based writing strategies.

PD Opportunity 1

Creative Writing Activities to Develop Students' Voice in Written assignments

Facilitator

District Language Arts Supervisor and Curriculum Support, F.I.U. English Professors, and Reading Dept. Chair

Participants

8th Grade Advanced Language Arts Teachers

Target Dates or Schedule

One on one student-teacher writing conferences and peer review and critiques.

Evidence of Completion

Formative: Writing Checklist and Rubric; Object-Based Lessons; District Pre-test and Mid-Year test results; Student Folders Summative: 2014 FCAT Writing Test

G5. The results of the 2013 Algebra EOC assessment indicate that 81% of our students scored in the upper third (Levels 3-5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5% to 86%.

G5.B1 According to the results of the 2013 Algebra EOC assessment the area of greatest difficulty for FCAT Level 3 students was in Stand 2: Quadratics, and Discrete Mathematics.

G5.B1.S1 •Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations and model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: 1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world 2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology

Facilitator

Mathematics Department Chairperson

Participants

Algebra Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative data assessment data reports, including the Algebra Baseline Assessment and programmatic assessments to ensure progress is being made and adjust instruction accordingly.

G6. The results of the 2013 Geometry EOC assessment indicate that 97% of our students achieved Level 3 and Above proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency (Levels 3-Above).

G6.B1 According to the 2013 Geometry EOC assessment results, the area of greatest difficulty for FCAT Level 3 students was in Strand 2: Three-Dimensional Geometry.

G6.B1.S1 Use instructional technology programs and resources such as Gizmos and FCAT Explorer provide students with opportunities to participate in interactive simulations in math.

PD Opportunity 1

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.
- 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.
- Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.
- Provide opportunities for the students to apply geometric concepts in modeling real-world situations.
- Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Facilitator

Mathematics Department Chairperson

Participants

Geometry Teacher

Target Dates or Schedule

Ongoing on a continuous basis

Evidence of Completion

District Baseline Assessment Results; Programmatic Assessments

G7. The results of the 2013 FCAT 2.0 Science Test indicates that 40% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency (FCAT Levels 3-Above) by 5 percentage points to 45%.

G7.B1 Limited evidence of student work that accurately reflects a thorough understanding of the Nature of Science content. As noted on the 2013 FCAT 2.0, Level 3 students had the lowest average score in the Nature of Science Reporting Category.

G7.B1.S1 Students will increase rigor in all their writing activities and place a special emphasis on content that relates to the Nature of Science. The conclusion section of student lab reports will include a more in-depth analysis of the scientific method used for that particular lab activity during class time and during tutoring sessions.

PD Opportunity 1

Writing Activities to increase content rigor; 8th grade science teachers will attend PD on Common Core Standards and Writing with Evidence, and create a department wide rubric to grade writing assignments connected to science lessons. Lessons will be implemented during class time and during after-school tutoring sessions.

Facilitator

Science Dept. Chair

Participants

8th Grade Science Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Journals/ Folders; Lesson Plans

G8. The results of the 2013 Biology EOC assessment indicates that 100% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency (FCAT Levels 3-Above) at 100%.

G8.B1 According to the results of the 2013 Biology EOC assessment the area of greatest difficulty for students was in Strand 1: Molecular and Cellular Biology. Students require more time to complete open inquiry labs and projects that focus on Molecular and Cellular Biology.

G8.B1.S1 Students will be provided with hands-on activities and open inquiry labs which focus on molecular and cellular biology. Students will complete write-ups for these activities and labs that make special focus on content from the Molecular and Cellular Biology strand.

PD Opportunity 1

Writing assignments focusing on Molecular and Cellular Biology

Facilitator

Science Department Chair

Participants

Biology Classroom Teacher

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work samples with grading rubric attached

G9. STEM practices will be integrated throughout the mathematics and science classes during the 2013-2014 to ensure the standards are taught with rigor.

G9.B1 Students demonstrate limited engagement in hands-on, real-world science, technology, engineering, and mathematics (STEM) applications and projects/ activities.

G9.B1.S1 Teachers will conduct any Essential Labs that are STEM related. Students will also increase their participation in STEM related competitions (The Fairchild Challenge). The Science Department will work towards creating in-house STEM style competitions.

PD Opportunity 1

STEM-related labs and competitions: Science Common Core Standards

Facilitator

Science Department Chair

Participants

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student write-ups from labs and competitions

G11. The results of the 2013 Civics Baseline Assessment indicate that 1% of our students achieved a proficient score. Our goal for the 2013-14 school year is to increase the number of students scoring proficient by 10% on the Winter Civics Interim Assessment.

G11.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty with civics related terminology

G11.B1.S1 Provide classroom activities which help students develop an understanding of the content specific vocabulary taught in civics, including the use of print and non-print resources to research specific issues related to government/civics.

PD Opportunity 1

Students will try to achieve mastery of Civics related EOC vocabulary with the help of CRISS strategies (i.e. concept mapping) and learning to decipher context clues.

Facilitator

Social Studies Chair

Participants

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; site generated assessments

G11.B2 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have limited understanding and knowledge of how to recognize and use primary and secondary sources.

G11.B2.S1 To enhance the CCSS, teachers will participate in professional development in this area. Targeted classroom benchmarks will include: Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics, including but not limited to, the use of primary and secondary sources.

PD Opportunity 1

Students will try to achieve mastery of primary and secondary source interpretations by working with Mini-DBQs (Document-based questions) and with documents from the National Archives.

Facilitator

Social Studies Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; site generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading 2.0 Test indicate that 51% of our students achieved Level 3 and above proficiency. Our goal for the-2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 59%.	\$22,016
G3.	The results of the 2013 FCAT 2.0 Mathematics Test indicates that 44% of our students achieved FCAT Levels 3 and Above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 54%.	\$16,300
G7.	The results of the 2013 FCAT 2.0 Science Test indicates that 40% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency (FCAT Levels 3-Above) by 5 percentage points to 45%.	\$7,000
Total		\$45,316

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
EESAC	\$5,716	\$0	\$5,716
Title III	\$0	\$4,600	\$4,600
Title I	\$0	\$35,000	\$35,000
Total	\$5,716	\$39,600	\$45,316

Budget Details

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

G1. The results of the 2013 FCAT Reading 2.0 Test indicate that 51% of our students achieved Level 3 and above proficiency. Our goal for the-2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 59%.

G1.B1 The area of deficiency for FCAT 2.0- Level 3 students, as derived from the 2013 administration of the FCAT Reading 2.0 Test was Reporting Category 1- Vocabulary- students do not read enough complex text to acquire grade-level vocabulary.

G1.B1.S1 Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms, using some of the following strategies: Word Maps, Word Etymology exercises, the Frayer Model, Concept of Definition Maps, etc.. Students would also be more motivated to read, and thus improve their vocabularies if we continue to supplement our current library selections with popular book titles that the students are more inclined to read independently.

Action Step 1

The Language Arts teachers will use the Sadlier Vocabulary for Success program purchased by the District to work on Tier II words that have follow-up activities and assessments. The teachers will monitor the infusion of the Tier II vocabulary words in the lessons and to assess student learning of the new words. Also, monitor student selection of books checked out in our school's library to determine if students are reading more of the popular book titles.

Resource Type

Other

Resource

Collection of Young Adult Book Titles for Library Collection

Funding Source

EESAC

Amount Needed

\$5,716

G1.B3 The area of deficiency for the ELL and Lowest 25% subgroup, as noted on the 2013 administration of the FCAT 2.0 administration was Reporting category 4: Informational Text/Research Process. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills.

G1.B3.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions, using such strategies as follows: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; encouraging students to read from a wide variety of texts and to analyze the structure an author uses to organize text. Supplemental reading programs that will assist them with their individual learning goals include the following: Achieve 3000 (TeenBiz); Reading Plus 4.0; and Accelerated Reader. Students will also be provided small-group tutoring before and after-school.

Action Step 1

Improve students' understanding of informational text/complex text by exposing students to research-based reading strategies and supplemental reading programs, such as TeenBiz and Imagine Learning.

Resource Type

Personnel

Resource

ESOL Teachers will provide tutoring to students requiring additional assistance

Funding Source

Title III

Amount Needed

\$2,300

G1.B4 A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text.

G1.B4.S1 Plan supplemental Instruction/intervention for students not responding to core instruction (differentiated instruction and after-school tutoring) Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice

Action Step 1

After-School Tutoring Program for Select Students using supplemental reading materials and Online Reading Programs.

Resource Type

Personnel

Resource

Select Content Area Teachers will work with students to provide them with individualized assistance via after-school tutoring.

Funding Source

Title I

Amount Needed

\$14,000

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 44% of our students achieved FCAT Levels 3 and Above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 54%.

G3.B1 The area of deficiency for FCAT 2.0 Level 3 students, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, was Geometry and Measurement. There is trend data in this area that suggests that our students lack the necessary mathematics foundation to master this subject area, with an approximate mean score of 35%.

G3.B1.S1 Students will be provided with the following strategies to assist them in understanding and applying geometry and measurement concepts: Provide visual stimulus to develop students' spatial sense; Provide students with opportunities to investigate geometric properties; Differentiate instruction for students; Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders; Provide the opportunities for students to use similar triangles to solve problems that include height and distances; and have students solve problems involving scale factors, using ratio and proportion. Provide students with increased exposure to project-based learning that ties into real-world experiences.

Action Step 1

Provide students with additional intensive instruction on geometric properties and apply these to real-world scenarios via differentiated instructional groups and during before and after-school tutoring.

Resource Type

Personnel

Resource

Select Mathematics teachers will prepare and gather resources and instructional materials to deliver lessons during the tutoring sessions that target deficient areas.

Funding Source

Title I

Amount Needed

\$14,000

G3.B2 The Lowest 25% and the ELL subgroups have limited basic mathematics skills that diminish their progress with grade-level material, such as not having achieved mastery with the multiplication tables, and basic computations skills.

G3.B2.S1 Students will take an Intensive Mathematics Class in addition to their regular mathematics class to provide them with additional support.

Action Step 1

Reinforcement of deficient foundational skills needed to perform well on grade-level mathematical calculations

Resource Type

Personnel

Resource

Select Mathematics teachers will provide ESOL students with additional academic support via tutoring sessions.

Funding Source

Title III

Amount Needed

\$2,300

G7. The results of the 2013 FCAT 2.0 Science Test indicates that 40% of our students achieved Level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency (FCAT Levels 3-Above) by 5 percentage points to 45%.

G7.B1 Limited evidence of student work that accurately reflects a thorough understanding of the Nature of Science content. As noted on the 2013 FCAT 2.0, Level 3 students had the lowest average score in the Nature of Science Reporting Category.

G7.B1.S1 Students will increase rigor in all their writing activities and place a special emphasis on content that relates to the Nature of Science. The conclusion section of student lab reports will include a more in-depth analysis of the scientific method used for that particular lab activity during class time and during tutoring sessions.

Action Step 1

Writing Activities to increase content rigor; 8th grade science teachers will attend PD on Common Core Standards and Writing with Evidence, and create a department wide rubric to grade writing assignments connected to science lessons. Lessons will be implemented during class time and during after-school tutoring sessions.

Resource Type

Personnel

Resource

8th Grade Science Teachers and the Science Dept. Chair will offer tutoring to 8th grade students on the nature of science lessons.

Funding Source

Title I

Amount Needed

\$7,000