



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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South Miami Middle School

6750 SW 60TH ST

South Miami, FL 33143

305-661-3481

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

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
55%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
85%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

**2009-10**  
A

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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

South Miami Middle School

##### Principal

Juan C Boué

##### School Advisory Council chair

Claire Greenberg

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

Name	Title
Mr. Juan Carlos Boué	Principal
Mrs. Iliana Artime	Assistant Principal
Ms. Angela Felipe-Lima	Assistant Principal
Dr. Ingrid Perez-Sanz	Assistant Principal Community Education
Ms. Sandy Baron	Magnet Lead Teacher
Ms. Marsha Page	Test Chairperson/PD Liason
Ms. Tina Marshall	Student Services Chairperson
Dr. Tenaj Davis	SCSI Coordinator

#### 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

Juan Carlos Boué, Principal  
 Iliana Artime, Alternate Principal  
 Claire Greenberg, EESAC Chairperson and Teacher  
 Tenaj Davis, EESAC Secretary and Teacher  
 Connie Cardona, Teacher  
 Lynda Marin, Teacher  
 Carmen Campmany, Magnet Art Teacher  
 Josh Paolino, UTD Steward and Teacher

Sophia Yero, Student  
Mlmi Eckert Parent  
Indiana McLaughlin-Cordoves  
Cris Sweeny, Parent  
Kiki Sellars, Community Representative  
Daniel Alonso, Community Representative  
Jenetia Carter, Teacher  
Janet Lambert, Community Representative  
Rosie Martinez, Educational Support Alternate  
Francesca Padilla, Alternate Student  
Richard Ward, Community Representative  
Sandra Rancano,, Parent

### **Involvement of the SAC in the development of the SIP**

The EESAC Committee met at the end of the school year and discussed each School Improvement academic area. The committee reviewed the suggestions provided by the staff and discussed the strategies that should continue to be implemented and those that need to be modified or deleted.

### **Activities of the SAC for the upcoming school year**

The EESAC Committee meets every month and reviews the implementation of the School Improvement Plan at each meeting. Adjustments to the plan are made as needed.

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

\$4858.00 will be allocated to assist with the implementation of the School Improvement Plan including \$1734.50 for student incentives, and \$3123.50 for instructional materials.

### **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**

4

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Juan C Boué**

Principal

Years as Administrator: 10

Years at Current School: 2

**Credentials**

Degrees: Master of Science in Educational Leadership, Bachelor of Science in Art

Certifications: ESOL, Occup Spec, Art, Ed Leadership, Technology Education

**Performance Record**

2013 - School Grade - A

Rdg. Proficiency, 80%

Math Proficiency, 77%

Rdg. Learning Gains, 77 points

Math Learning Gains, 77 points

Reading Improvement of Lowest 25%, 71 points

Math Improvement Lowest 25%, 65 points

Math AMO -No

Reading AMO -Yes

2012- School Grade – A

Rdg. Proficiency, 77%

Math Proficiency, 78%

Rdg. Learning Gains, 75 points

Math Learning Gains, 80 points

Reading Improvement of Lowest 25%, 68 points

Math Improvement of Lowest 25%, 70 points

2011 – School Grade – A

Rdg. Proficiency, 53%

Math Proficiency, 77%

Rdg. Learning Gains, 60 points

Math Learning Gains, 75 points

Reading Improvement of Lowest 25%, 61 points

Math Improvement of Lowest 25%, 64 points

2010 – School Grade – B

Rdg. Proficiency, 47%

Math Proficiency, 79%

Rdg. Learning Gains, 53 points

Math Learning Gains, 77 points

Reading Improvement of Lowest 25%, 45 points

Math Improvement of Lowest 25%, 64 points

2009 – School Grade – B

Rdg. Proficiency, 49%

Math Proficiency, 75%

Rdg. Learning Gains, 51 points

Math Learning Gains, 75 points

Reading Improvement of Lowest 25%, 56 points

Math Improvement of Lowest 25%, 71 points



**Ingrid Perez Sanz**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

Degrees: Bachelor of Arts in Political Science  
 Masters of Science in Education  
 Doctorate in Educational Leadership  
 Certifications: Elem Ed, English, ESOL, Primary Ed, Ed Leadership

**Performance Record**

2013 - School Grade - A  
 Rdg. Proficiency, 80%  
 Math Proficiency, 77%  
 Rdg. Learning Gains, 77 points  
 Math Learning Gains, 77 points  
 Reading Improvement of Lowest 25%, 71 points  
 Math Improvement Lowest 25%, 65 points  
 Math AMO - No  
 Reading AMO -Yes  
 2012- School Grade – A  
 Rdg. Proficiency, 77%  
 Math Proficiency, 78%  
 Rdg. Learning Gains, 75 points  
 Math Learning Gains, 80 points  
 Reading Improvement of Lowest 25%, 68 points  
 Math Improvement of Lowest 25%, 70 points  
 2011-School Grade-A  
 Rdg. Proficiency, 83%  
 Math Proficiency, 83%  
 Rdg. Learning Gains, 72 points  
 Math Learning Gains, 76 points  
 Reading Improvement of Lowest 25%, 71 points  
 Math Improvement of Lowest 25%, 70 points  
 2010 – School Grade – A  
 Rdg. Proficiency, 84%  
 Math Proficiency, 82%  
 Rdg. Learning Gains, 73 points  
 Math Learning Gains, 70 points  
 Reading Improvement of Lowest 25%, 71 points  
 Math Improvement of Lowest 25%, 63 points  
 2009 – School Grade - A  
 Rdg. Proficiency, 85%  
 Math Proficiency, 81%  
 Rdg. Learning Gains, 79 points  
 Math Learning Gains, 77 points  
 Reading Improvement of Lowest 25%, 78 points  
 Math Improvement of Lowest 25%, 69 points

**Angela Felipe-Lima**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

Degrees: Bachelor of Arts in History Master of Science in Education

Certifications: Social Science, Ed Leadership

**Performance Record**

2013 - School Grade - A

Rdg. Proficiency, 69%

Math Proficiency, 75%

Rdg. Learning Gains, 74 points

Math Learning Gains, 74 points

Reading Improvement of Lowest 25%, 64 points

Math Improvement Lowest 25%, 62 points

2012- School Grade – A

Rdg. Proficiency, 66%

Math Proficiency, 74%

Rdg. Learning Gains, 66 points

Math Learning Gains, 68 points

Reading Improvement of Lowest 25%, 64 points

Math Improvement of Lowest 25%, 58 points

2011- School Grade – A

Rdg. Proficiency, 62%

Math Proficiency, 81%

Rdg. Learning Gains, 61 points

Math Learning Gains, 79 points

Reading Improvement of Lowest 25%, 50 points

Math Improvement of Lowest 25%, 63 points

2010- School Grade – B

Rdg. Proficiency, 63%

Math Proficiency, 84%

Rdg. Learning Gains, 59 points

Math Learning Gains, 79 points

Reading Improvement of Lowest 25%, 44 points

Math Improvement of Lowest 25%, 65 points

2009- School Grade – A

Rdg. Proficiency, 64%

Math Proficiency, 86%

Rdg. Learning Gains, 60 points

Math Learning Gains, 81 points

Reading Improvement of Lowest 25%, 52 points

Math Improvement of Lowest 25%, 67 points

**Iliana Artime B**

Asst Principal

Years as Administrator: 7

Years at Current School: 2

**Credentials**

Degrees: Educational Specialist in Educational Leadership,  
Masters of Science in Reading, Bachelor of Science in  
Exceptional Student Education

Certifications: Early Childhood, Elementary Education, Reading,  
ESOL, Specific Learning Disability, Mentally Handicapped,  
Educational Leadership

**Performance Record**

2013 - School Grade - A

Rdg. Proficiency, 80%

Math Proficiency, 77%

Rdg. Learning Gains, 77 points

Math Learning Gains, 77 points

Reading Improvement of Lowest 25%, 71 points

Math Improvement Lowest 25%, 65 points

Math AMO - No

Reading AMO - Yes

2012- School Grade – A

Rdg. Proficiency, 77%

Math Proficiency, 78%

Rdg. Learning Gains, 75 points

Math Learning Gains, 80 points

Reading Improvement of Lowest 25%, 68 points

Math Improvement of Lowest 25%, 70 points

2011 – School Grade – C

Rdg. Proficiency, 53%

Math Proficiency, 59%

Rdg. Learning Gains, 62 points

Math Learning Gains, 51 points

Reading Improvement of Lowest 25%, 59 points

Math Improvement of Lowest 25%, 61 points

2010 – School Grade – C

Rdg. Proficiency, 50%

Math Proficiency, 63%

Rdg. Learning Gains, 59 points

Math Learning Gains, 63 points

Reading Improvement of Lowest 25%, 54 points

Math Improvement of Lowest 25%, 81 points

2009 – School Grade – C

Rdg. Proficiency, 53%

Math Proficiency, 62%

Rdg. Learning Gains, 60 points

Math Learning Gains, 60 points

Reading Improvement of Lowest 25%, 49 points

Math Improvement of Lowest 25%, 61 points

**Classroom Teachers**

**# of classroom teachers**

50

**# receiving effective rating or higher**

50, 100%

**# Highly Qualified Teachers**

82%

**# certified in-field**

, 0%

**# ESOL endorsed**

5, 10%

**# reading endorsed**

5, 10%

**# with advanced degrees**

25, 50%

**# National Board Certified**

3, 6%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 2%

**# with 6-14 years of experience**

26, 52%

**# with 15 or more years of experience**

23, 46%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 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**

Teachers that are certified in clinical supervision work closely with local universities in order to mentor and provide opportunities and internships for highly effective student teachers. Department chairs support all teachers in their respective departments and serve as mentors for teachers that are new to our school..

### **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**

Department chairs work closely with teachers that are new to the school to assist them in understanding school wide initiatives and procedures.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### **Tier 2**

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need

across Tiers.

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

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

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

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

Tier 1 (Leadership Team)

- Administrator(s) (Principal Juan Carlos Boué, Assistant Principals: Iliana Artime, Angela Felipe-Lima and Dr. Ingrid Perez-Sanz) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, social studies and behavior specialists (Daisy Budino, Nicolette Hardy, Michael Shaheen, Claire Greenberg, Dr. Davis )
- Special education personnel (Roxana Tolton, Marsha Page )
- School guidance counselor (Tina Marshall, Nattacha Lezcano)
- School psychologist (Sunja Brandt-Fox)
- School social worker (Zuany Haspil)
- Member of advisory group, community stakeholders, parents (Sandy Baron)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

## Data Sources

### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Journeys Periodic Assessments
- Reading Plus Assessments and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Functional Assessment
- Frequency Monitoring.

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using school climate surveys and self assessment tools.

A description of MTSS and MTSS parent resources will be available on the school's web site.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students**Minutes added to school year:** 0

Homework help is offered before school in Mathematics and after school in Reading. Academic tutoring as well as a myriad of Enrichment classes are offered after school through our Community School. Programs for at-risk students are also offered in collaboration with Community partners and special grants such as Title III.

**Strategy Purpose(s)**

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

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

Students who participate in before school and afterschool assistance programs are monitored using EduSoft data reports. Student weaknesses are identified by Baseline Testing and programs are implemented using research based strategies.

**Who is responsible for monitoring implementation of this strategy?**

The administrative team is responsible for monitoring and reviewing the effectiveness of this strategy. The District Bilingual Education and World Languages office closely monitors implementation of program funded by Title III.

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

<b>Name</b>	<b>Title</b>
Juan Carlos Boué	Principal
Iliana Artime	Assistant Principal
Angela Felipe-Lima	Assistant Principal
Ingrid Perez-Sanz	Assistant Principal Community School
Sandy Baron	Magnet Lead Teacher
Daysi Budino	Language Arts Chairperson
Cecilia Diaz	ESOL Chairperson
Claire Greenberg	Social Studies Chairperson
Nicolette Hardy	Math Chairperson
Sofia Padilla	Gifted Chairperson
Michael Shaheen	Science Chairperson
Marsha Page	Test Chairperson/PD Liason
Roxana Tolton	SPED Chairperson
Claudia Valencia	Reading Coach
Tina Marshall	Student Services Chairperson



### **How the school-based LLT functions**

The school-based LLT will meet monthly to discuss, analyze and monitor student academic and behavioral data. Data is comprised of Interim Assessments and FCAT scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available. Initiatives, assessment, and observational data will be discussed during the meetings to assist the team in making instructional and programmatic decisions. Adjustments are made to the instructional calendar to target areas identified by the data to be in need of improvement. Enrichment opportunities will be provided to students that have been identified as having mastered grade-level skills.

### **Major initiatives of the LLT**

The main focus of the Literacy Leadership Team for the 2013-2014 school year will be a to provide a smooth transition to common core. Extensive year-long professional development activities that focus on common core will be incorporated based on data trends and needs. The LLT will continue to plan and promote the school-wide literacy plan as well as providing strategies in content and elective classes that stress reading across the curriculum.

## **Every Teacher Contributes to Reading Instruction**

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

In order to ensure that reading strategies are the responsibility of every teacher, South Miami Middle Community School will utilize Creating Independence through Student-Owned Strategies (CRISS) to assist students of all abilities to learn content information across the curriculum and throughout the grade levels. The school will participate in a literacy block during advisement where every teacher will teach focused literacy lessons aligned with the reading instructional focus calendars using novels. An instructional focus calendar will be provided school-wide based on a review of Baseline and Interim assessment data. Strong emphasis will be placed on identifying areas in which the students are encountering the most difficulty. The instructional focus calendar will include reading strategies that will be used in all content areas and are aligned to the Benchmarks and standards that are assessed on the Reading FCAT Test. The administration will monitor implementation of the reading strategies through daily classroom walkthroughs.

## **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**

South Miami Middle Community School has a performance based Magnet Program that offers students the opportunity to audition for one of eight strands including Art, Band, Broadcast, Chorus, Dance, Drama, Orchestra, and Photography. Students choose one strand to audition for based on their goals, interests and talents.

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

Counselors work with students, parents and teachers to assure that students are taking classes that are meaningful and relevant to their future. High School level classes are also offered so that students can engage in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

**Strategies for improving student readiness for the public postsecondary level**

N/A

## 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	78%	80%	Yes	81%
American Indian				
Asian	100%	88%	No	100%
Black/African American	53%	55%	Yes	57%
Hispanic	80%	81%	Yes	82%
White	87%	87%	Yes	88%
English language learners	38%	50%	Yes	45%
Students with disabilities	43%	44%	Yes	48%
Economically disadvantaged	69%	71%	Yes	72%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	269	27%	28%
Students scoring at or above Achievement Level 4	518	52%	53%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

#### 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)	32	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	44%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	45%	51%

**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	245	77%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	77%	No	81%
American Indian				
Asian	95%	88%	No	96%
Black/African American	54%	47%	No	59%
Hispanic	81%	78%	No	83%
White	86%	87%	Yes	87%
English language learners	46%	51%	Yes	51%
Students with disabilities	45%	35%	No	51%
Economically disadvantaged	70%	68%	No	73%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	269	31%	37%
Students scoring at or above Achievement Level 4	372	42%	44%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		48%	53%
Middle school performance on high school EOC and industry certifications		100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		4%
Students scoring at or above Achievement Level 4	109	96%	96%

**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	25%	27%
Students scoring at or above Achievement Level 4	127	41%	42%

**Florida Alternate Assessment (FAA)**

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

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	200	20%	25%

**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	44	4%	3%
Students who fail a mathematics course	33	3%	2%
Students who fail an English Language Arts course	35	3%	2%
Students who fail two or more courses in any subject	14	1%	1%
Students who receive two or more behavior referrals	99	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	111	11%	10%

**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**

-South Miami Middle School has an active magnet program. Monthly magnet booster meetings are held for Drama, Broadcast, Orchestra, Band, Chorus, Photography, Dance and Art. Approximately 15% of the parents attend the meetings on a regular basis. The goal is to increase participation in meetings to 25%. Attendance Rosters for each meeting are kept and will be monitored on a monthly basis. There is also an active PTSA board this year. President and board were able to recruit 122 members at new student orientation meeting the goal is to increase membership in PTSA by 10% by the end of the school year. PTSA goal is also to offer additional parent involvement opportunities through school wide events and fund raisers that have been planned for the 2013-2014 school year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Monthly Booster Meeting Participation	130	15%	25%
Increase PTSA Membership	122	12%	20%
Increase the number of opportunities for parent involvement	500	50%	75%

## Goals Summary

- G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 80% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Reading Assessment 81% of all students will score at or above a level 3.
- G2.** Based on the 2013 FCAT 2.0 Writing Assessment, 77% of all students scored at or above a Level 3.5. On the 2014 FCAT 2.0 Writing Assessment 79% of all students will score at or above Level 3.5.
- G3.** Based on the 2013 FCAT 2.0 Mathematics assessment, 77% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Math Assessment 81% will score at or above Level 3
- G4.** Based on 2013 Middle School Acceleration 48% of all eligible students participated in taking high-school level EOC assessments. Middle School Acceleration will increase to 53% of eligible students taking high-school level EOC assessments.
- G5.** Based on the 2013 Algebra EOC results 100% of students scored at Level 3 or higher on the 2013 Algebra End of Course Exam. On the 2014 Algebra EOC the percent of student scoring at or above Level 3 will be maintained.
- G6.** Based on the 2013 FCAT 2.0 Science Assessment, 67% of all students scored at or above Level 3. On the 2014 FCAT Science Assessment 71% of all students will achieve high standards by scoring a 3 or higher.
- G7.** Based on 2013 percent of participation in STEM related experiences of 20%, increase student participation in STEM related practices to 25%
- G8.** Based on the 2013 Civics EOC Baseline Assessment 3% of students were proficient. On the 2014 Civics EOC 75% of students will be proficient.
- G9.** Increase PTSA Membership from 12% in 2013 to 20% in 2014.
- G10.** Based on 2013 data on Early Warning System decrease each indicator by 1% in 2014 .

## Goals Detail

**G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 80% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Reading Assessment 81% of all students will score at or above a level 3.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Classroom Novels
- FCAT 2.0 Test Item Specifications and Task Cards
- Student Text
- Reading Plus
- Wordly Wise
- Imagine Learning
- Achieve 3000
- FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 FCAT 2.0 Reading Assessment, only 88% of students in our Asian subgroup met Annual Measurable Objective target of 100% of students scoring at or above Level 3. Students in Asian subgroup were deficient in Reporting Category of Vocabulary.
- Based on the 2013 FCAT 2.0 Reading Assessment 27% of students scored at Level 3 and were deficient in the Reporting Category of Vocabulary.
- Based on the 2013 FCAT 2.0 Reading Assessment 52% of students scored at Levels 4 and 5 and were deficient in the Reporting Category of Literary Analysis .
- Based on the 2013 FCAT 2.0 Reading Assessment, 77% of students made learning gains. Deficiencies were noted in the percent of students at or above Level 3 making learning gains.
- Based on the 2013 FCAT 2.0 Reading Assessment, 71% of students in the lowest 25% made learning gains and were deficient in the Reporting Category of Literary Analysis Fiction/ Nonfiction.
- Based on the 2013 CELLA, only 44% of students were proficient in the area of Reading Comprehension. .
- Based on the 2013 CELLA, only 45% of students were proficient in the area of Writing.
- Based on the 2013 CELLA, only 60% of students were proficient in the area of Listening and Speaking



### Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G2.** Based on the 2013 FCAT 2.0 Writing Assessment, 77% of all students scored at or above a Level 3.5. On the 2014 FCAT 2.0 Writing Assessment 79% of all students will score at or above Level 3.5.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Anchor Set Papers
- Calibration Guide
- FLDOE Scoring Rubric

**Targeted Barriers to Achieving the Goal**

- Only 77% of all students scored 3.5 or higher on the 2013 FCAT 2.0 Writing Assessment

### Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G3.** Based on the 2013 FCAT 2.0 Mathematics assessment, 77% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Math Assessment 81% will score at or above Level 3

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

### **Resources Available to Support the Goal**

- Math texts
- Intensive Math classes
- Before School Tutoring
- Florida Achieves
- IPREP classroom
- Gizmos
- Reflex Math
- Project Based Learning
- School-wide Math Initiative through Advisement Period

### **Targeted Barriers to Achieving the Goal**

- Based on the 2013 FCAT 2.0 Mathematics Assessment 31% of students scored Level 3 and were deficient in Geometry and Measurement
- Based on the 2013 FCAT 2.0 Mathematics Assessment 42% of students scored Level 4-5 and were deficient in Ratios and Proportional Relationships
- Based on the 2013 FCAT 2.0 Mathematics Assessment 65% of students scoring in the lowest 25% made learning gains and were deficient in Geometry and Measurement.
- In the 2013 FCAT 2.0 Mathematics Assessment there was a decrease from 80% of all students making learning gains in 2012 as compared to 77% making learning gains in the 2013 FCAT2.0 Mathematics Assessment.
- Based on the 2013 FCAT 2.0 Mathematics Assessment the Asian subgroup was deficient with 88% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 95% for 2013 .
- Based on the 2013 FCAT 2.0 Mathematics Assessment the Black/African American subgroup was deficient with 47% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 54% for 2013 .
- Based on the 2013 FCAT 2.0 Mathematics Assessment the Hispanic subgroup was deficient with 78% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 81% for 2013 .
- Based on the 2013 FCAT 2.0 Mathematics Assessment the Students with Disabilities subgroup was deficient with 35% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 45% for 2013 .

- Based on the 2013 FCAT2.0 Mathematics Assessment the Economically Disadvantaged subgroup was deficient with 68% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 70% for 2013

### Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### Person or Persons Responsible

MTSS/RTi Team

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G4.** Based on 2013 Middle School Acceleration 48% of all eligible students participated in taking high-school level EOC assessments. Middle School Acceleration will increase to 53% of eligible students taking high-school level EOC assessments.

#### Targets Supported

#### Resources Available to Support the Goal

- 2013 FCAT 2.0 Mathematics scores
- Algebra I Course and Text
- Florida Achieves

#### Targeted Barriers to Achieving the Goal

- In the 2012-2013 school year only eighth grade students scoring Levels 4 and 5 on their seventh grade FCAT 2.0 Mathematics Assessment were placed in Algebra I Courses.

### Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Formative/Summative Assessment .

**G5.** Based on the 2013 Algebra EOC results 100% of students scored at Level 3 or higher on the 2013 Algebra End of Course Exam. On the 2014 Algebra EOC the percent of student scoring at or above Level 3 will be maintained.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Algebra I Text
- Florida Achieves
- Before and After School Tutoring

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 Algebra I End of Course Exam 96% of students scored a Level 4 and above on the 2013 Algebra I End of Course Exam.

**Plan to Monitor Progress Toward the Goal**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Algebra I EOC Assessment

**G6.** Based on the 2013 FCAT 2.0 Science Assessment, 67% of all students scored at or above Level 3. On the 2014 FCAT Science Assessment 71% of all students will achieve high standards by scoring a 3 or higher.

**Targets Supported**

- Science
- Science - Middle School
- Science - High School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Text Book
- New Science Lab Classroom
- Science Pull-out Program
- Gizmos

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 FCAT 2.0 Science Assessment 25% of the students scored a Level 3.
- Based on the 2013 FCAT 2.0 Science Assessment 41% of the students scored a Level 4 or 5.

**Plan to Monitor Progress Toward the Goal**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

MTSS/RTi

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

**G7.** Based on 2013 percent of participation in STEM related experiences of 20%, increase student participation in STEM related practices to 25%

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- SECME Resources
- David Fairchild Tropical Challenge Resources
- Miami Dade County Youth Fair Resources

**Targeted Barriers to Achieving the Goal**

- Based on the percent participation in STEM related experiences of 20% in 2013, participation in STEM related activities will increase to 25% in 2014.

**Plan to Monitor Progress Toward the Goal**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

MTSS/RTi

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

**G8.** Based on the 2013 Civics EOC Baseline Assessment 3% of students were proficient. On the 2014 Civics EOC 75% of students will be proficient.

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

- Textbooks

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 Civics Baseline Assessment only 3% of seventh grade students were proficient on the 2013 Civics Baseline Assessment.

### Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

MTSS/RTi

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Civics End of Course Exam.

### G9. Increase PTSA Membership from 12% in 2013 to 20% in 2014.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Only 12% of parents were members of the PTSA in 2013

### Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments and School Climate Survey

**G10. Based on 2013 data on Early Warning System decrease each indicator by 1% in 2014 .**

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Student Services Personnel
- Daily Attendance Reports
- Other Reports generated from Isis and Control D

**Targeted Barriers to Achieving the Goal**

- Based on 2013 Early Warning Signs Data, 4% of students miss ten percent or more of available instructional time.
- Based on 2013 Early Warning Signs Data, 1% of students fail two or more courses.
- Based on 2013 Early Warning Signs Data, 10% of students receive two or more behavioral referrals.

**Plan to Monitor Progress Toward the Goal**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

MTSS/RTi

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 80% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Reading Assessment 81% of all students will score at or above a level 3.

**G1.B1** Based on the 2013 FCAT 2.0 Reading Assessment, only 88% of students in our Asian subgroup met Annual Measurable Objective target of 100% of students scoring at or above Level 3. Students in Asian subgroup were deficient in Reporting Category of Vocabulary.

**G1.B1.S1** Teachers will identify and closely progress monitor students in the Asian subgroup in order to differentiate instruction and address deficiencies in vocabulary by using word walls, personal dictionaries and instruction in different levels of content specific words.

### Action Step 1

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.

#### Person or Persons Responsible

Language Arts and Reading Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students.

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment lesson plans, work folders, data chats, EduSoft Reports

## Plan to Monitor Effectiveness of G1.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G1.B2** Based on the 2013 FCAT 2.0 Reading Assessment 27% of students scored at Level 3 and were deficient in the Reporting Category of Vocabulary.

**G1.B2.S1** Improve word recognition and enhance vocabulary by completing lessons in Wordly Wise Vocabulary workbooks and encouraging usage of vocabulary across the curriculum.

### Action Step 1

Create and implement a grade level lesson plan for Wordly Wise lessons.

### Person or Persons Responsible

Language Arts Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

### **Plan to Monitor Effectiveness of G1.B2.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G1.B3** Based on the 2013 FCAT 2.0 Reading Assessment 52% of students scored at Levels 4 and 5 and were deficient in the Reporting Category of Literary Analysis .

**G1.B3.S1** Use graphic organizers and implement exemplar lessons to assist students in developing strategies to comprehend informational text by interpreting, synthesizing, and evaluating information from a variety of sources.

**Action Step 1**

Teachers will incorporate the use of a variety of graphic organizers and exemplar lessons on a regular basis.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**Facilitator:**

Language Arts Department chair

**Participants:**

Teachers

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

## Plan to Monitor Effectiveness of G1.B3.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G1.B4** Based on the 2013 FCAT 2.0 Reading Assessment, 77% of students made learning gains. Deficiencies were noted in the percent of students at or above Level 3 making learning gains.

**G1.B4.S1** In data chats with departments, teachers identify and target proficient students that are regressing upon examination of Baseline results and provide intervention through differentiated instruction.

### Action Step 1

Interventions will be provided for proficient students who do not demonstrate learning gains from Baseline to Fall Interim assessment.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

### **Plan to Monitor Effectiveness of G1.B4.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G1.B5** Based on the 2013 FCAT 2.0 Reading Assessment, 71% of students in the lowest 25% made learning gains and were deficient in the Reporting Category of Literary Analysis Fiction/Nonfiction.

**G1.B5.S1** Students will engage in thirty minutes reading directed by reciprocal teaching strategies and responding to literature in a variety of ways.

**Action Step 1**

Teach students to graphically depict comparison and contrast relationships to help understand them. Teachers should emphasize identifying words and clue words that signal relationships..

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

## Plan to Monitor Effectiveness of G1.B5.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G1.B6** Based on the 2013 CELLA, only 44% of students were proficient in the area of Reading Comprehension. .

**G1.B6.S1** Utilize the "Imagine Learning" computer lab for implementing the Imagine Learning program for the ESOL level 1 students, Achieve3000 program for all ESOL levels, and FCAT Explorer as supplemental material.

### Action Step 1

Create and implement a schedule for use of Imagine Learning, FCAT Explorer and Achieve 3000 programs with ESOL students

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment and 2014 CELLA .



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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment and 2014 CELLA

### **Plan to Monitor Effectiveness of G1.B6.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment and 2014 CELLA

**G1.B7** Based on the 2013 CELLA, only 45% of students were proficient in the area of Writing.

**G1.B7.S1** Engage ESOL students in research-based writing strategies by having students develop and create their own writing pieces (Essays). Utilize benchmark assessments after each topic for evaluations, and continue collaboration between ESOL and Language Arts Departments in order to implement school writing plan.

**Action Step 1**

ESOL Teacher will continue to participate in Language Arts department meetings in order to gather information and assistance on implementing research-based writing strategies and continue collaborating with Language Arts Department and Reading coach.

**Person or Persons Responsible**

ESOL Teachers and Language Arts Department

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment and 2014 CELLA

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment and 2014 CELLA

## Plan to Monitor Effectiveness of G1.B7.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment and 2014 CELLA

**G1.B8** Based on the 2013 CELLA, only 60% of students were proficient in the area of Listening and Speaking

**G1.B8.S1** Teachers will provide experiences and use Language Experience Approach (LEA) to have students produce and listen to language in response to first hand multi-sensorial experiences.

### Action Step 1

Teachers provide a motivational experience to facilitate language production and lead students to interact with each other to discuss the experience and what it meant to them.

### Person or Persons Responsible

ESOLTeachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment , 2014 CELLA

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

### **Plan to Monitor Effectiveness of G1.B8.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment , 2014 CELLA

**G2.** Based on the 2013 FCAT 2.0 Writing Assessment, 77% of all students scored at or above a Level 3.5. On the 2014 FCAT 2.0 Writing Assessment 79% of all students will score at or above Level 3.5.

**G2.B1** Only 77% of all students scored 3.5 or higher on the 2013 FCAT 2.0 Writing Assessment

**G2.B1.S1** Students will read and analyze persuasive texts in order to identify persuasive techniques. Students will practice developing arguments on a variety of topics.

**Action Step 1**

Select mentor texts and anchor sets of persuasive material and use graphic organizers to evaluate and analyze the validity of arguments.

**Person or Persons Responsible**

Language Arts Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Writing Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Writing Assessment

## Plan to Monitor Effectiveness of G2.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Writing Assessment

**G3.** Based on the 2013 FCAT 2.0 Mathematics assessment, 77% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Math Assessment 81% will score at or above Level 3

**G3.B1** Based on the 2013 FCAT 2.0 Mathematics Assessment 31% of students scored Level 3 and were deficient in Geometry and Measurement

**G3.B1.S1** Use Project Based Learning to incorporate hands-on learning activities which simulate real-world applications of Geometry and Measurement

### Action Step 1

Utilize manipulatives and technology to incorporate real-world applications of Geometry and Measurement through Project Based Learning

### Person or Persons Responsible

Mathematics Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### Facilitator:

Math Chairperson

### Participants:

Mathematics Teachers

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment .

### **Plan to Monitor Effectiveness of G3.B1.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 MathematicsAssessment

**G3.B2** Based on the 2013 FCAT 2.0 Mathematics Assessment 42% of students scored Level 4-5 and were deficient in Ratios and Proportional Relationships

**G3.B2.S1** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of rational numbers, properties, and linear equations, apply think-solve and explain

**Action Step 1**

Provide opportunities for student discourse using think solve and explain to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of ratios, rates, and proportional and non-proportional relationships. .

**Person or Persons Responsible**

Mathematics Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment



## Plan to Monitor Effectiveness of G3.B2.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G3.B3** Based on the 2013 FCAT 2.0 Mathematics Assessment 65% of students scoring in the lowest 25% made learning gains and were deficient in Geometry and Measurement.

**G3.B3.S1** Identify students in the lowest 25% from FCAT 2.0 and provide those students additional assistance by scheduling them into Intensive Math and offering them Math tutoring before school and after school.

### Action Step 1

Implement intensive math classes for students scoring in the lowest 25% on FCAT 2.0 Math Assessment. Disaggregate data after each assessment to differentiate instruction and target student needs.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### **Plan to Monitor Effectiveness of G3.B3.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G3.B4** In the 2013 FCAT 2.0 Mathematics Assessment there was a decrease from 80% of all students making learning gains in 2012 as compared to 77% making learning gains in the 2013 FCAT2.0 Mathematics Assessment.

**G3.B4.S1** Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

**Action Step 1**

Create a plan by grade level to incorporate implementation of Florida Achieves! Focus Resources into Mathematics classes and home learning

**Person or Persons Responsible**

Math Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### Plan to Monitor Effectiveness of G3.B4.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G3.B5** Based on the 2013 FCAT 2.0 Mathematics Assessment the Asian subgroup was deficient with 88% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 95% for 2013 .

**G3.B5.S1** Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics.

#### Action Step 1

Implement School-wide Math Initiative incorporating think/solve/explain strategy to solve Math problems

#### Person or Persons Responsible

Mathematics Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### **Plan to Monitor Effectiveness of G3.B5.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G3.B6** Based on the 2013 FCAT 2.0 Mathematics Assessment the Black/African American subgroup was deficient with 47% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 54% for 2013 .

**G3.B6.S1** Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics

**Action Step 1**

Implement School-wide Math Initiative incorporating think/solve/explain strategy to solve Math problems

**Person or Persons Responsible**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### Plan to Monitor Effectiveness of G3.B6.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G3.B7** Based on the 2013 FCAT 2.0 Mathematics Assessment the Hispanic subgroup was deficient with 78% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 81% for 2013 .

**G3.B7.S1** Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics.

#### Action Step 1

Implement School-wide Math Initiative incorporating think/solve/explain strategy to solve Math problems

#### Person or Persons Responsible

All Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### **Plan to Monitor Effectiveness of G3.B7.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment



**G3.B8** Based on the 2013 FCAT 2.0 Mathematics Assessment the Students with Disabilities subgroup was deficient with 35% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 45% for 2013 .

**G3.B8.S1** Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics.

**Action Step 1**

Implement school Math Initiative incorporating think/solve/explain strategy to solve Math problems

**Person or Persons Responsible**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### Plan to Monitor Effectiveness of G3.B8.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G3.B9** Based on the 2013 FCAT2.0 Mathematics Assessment the Economically Disadvantaged subgroup was deficient with 68% of the students scoring at Level 3 or higher. This subgroup did not meet Annual Measurable Objective target of 70% for 2013

**G3.B9.S1** Target students in economically disadvantaged subgroup for participation in IPREP Program.

#### Action Step 1

Identify students in Economically Disadvantaged subgroup and provide IPREP classroom tour and application.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### **Plan to Monitor Fidelity of Implementation of G3.B9.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

### **Plan to Monitor Effectiveness of G3.B9.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G4.** Based on 2013 Middle School Acceleration 48% of all eligible students participated in taking high-school level EOC assessments. Middle School Acceleration will increase to 53% of eligible students taking high-school level EOC assessments.

**G4.B1** In the 2012-2013 school year only eighth grade students scoring Levels 4 and 5 on their seventh grade FCAT 2.0 Mathematics Assessment were placed in Algebra I Courses.

**G4.B1.S1** Increase number of eligible students participating in Algebra I courses.

**Action Step 1**

Increase the number of sections of Algebra I classes offered and identify eligible students to schedule into Algebra I classes.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative/Summative Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative/Summative Assessment

## Plan to Monitor Effectiveness of G4.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative/Summative Assessment

**G5.** Based on the 2013 Algebra EOC results 100% of students scored at Level 3 or higher on the 2013 Algebra End of Course Exam. On the 2014 Algebra EOC the percent of student scoring at or above Level 3 will be maintained.

**G5.B1** Based on the 2013 Algebra I End of Course Exam 96% of students scored a Level 4 and above on the 2013 Algebra I End of Course Exam.

**G5.B1.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

### Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

### Person or Persons Responsible

Algebra Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Algebra I EOC Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Algebra I EOC Assessment

### **Plan to Monitor Effectiveness of G5.B1.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Algebra I EOC Assessment

**G6.** Based on the 2013 FCAT 2.0 Science Assessment, 67% of all students scored at or above Level 3. On the 2014 FCAT Science Assessment 71% of all students will achieve high standards by scoring a 3 or higher.

**G6.B1** Based on the 2013 FCAT 2.0 Science Assessment 25% of the students scored a Level 3.

**G6.B1.S1** Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science (i.e., Science Fair, SECME, Fairchild Challenge)..

### **Action Step 1**

Create and implement a schedule to maximize use of Science Lab and require students to keep an interactive notebook in grades 7 and 8.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science cAssessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

## Plan to Monitor Effectiveness of G6.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

**G6.B2** Based on the 2013 FCAT 2.0 Science Assessment 41% of the students scored a Level 4 or 5.

**G6.B2.S1** Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards..

### Action Step 1

Create and implement a schedule to maximize use of Science Lab and require students to keep an interactive notebook in grades 7 and 8.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment



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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

### **Plan to Monitor Effectiveness of G6.B2.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

**G7.** Based on 2013 percent of participation in STEM related experiences of 20%, increase student participation in STEM related practices to 25%

**G7.B1** Based on the percent participation in STEM related experiences of 20% in 2013, participation in STEM related activities will increase to 25% in 2014.

**G7.B1.S1** Increase enrollment in Advanced Science courses.

**Action Step 1**

Identify and target high achieving students to participate in Advanced Science classes

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

## Plan to Monitor Effectiveness of G7.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Science Assessment

**G8.** Based on the 2013 Civics EOC Baseline Assessment 3% of students were proficient. On the 2014 Civics EOC 75% of students will be proficient.

**G8.B1** Based on the 2013 Civics Baseline Assessment only 3% of seventh grade students were proficient on the 2013 Civics Baseline Assessment.

**G8.B1.S1** Teachers will emphasize problem solving and inquiry-based learning;

### Action Step 1

Provide activities that allow students to interpret primary and secondary sources of information.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Civics End of Course Exam.

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Civics End of Course Exam.

### **Plan to Monitor Effectiveness of G8.B1.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 Civics End of Course Exam.

**G9. Increase PTSA Membership from 12% in 2013 to 20% in 2014.**

**G9.B1 Only 12% of parents were members of the PTSA in 2013**

**G9.B1.S1** Increase parental involvement in PTSA by advertising PTSA meetings on school marquee and using ConnectEd system to update parent on activities they can participate in.

**Action Step 1**

Provide incentive to class with greatest PTSA membership

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments and School Climate Survey

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments and School Climate Survey

### **Plan to Monitor Effectiveness of G9.B1.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments and School Climate Survey

**G10.** Based on 2013 data on Early Warning System decrease each indicator by 1% in 2014 .

**G10.B1** Based on 2013 Early Warning Signs Data, 4% of students miss ten percent or more of available instructional time.

**G10.B1.S1** Students with perfect attendance each quarter will receive an incentive and/or recognition.

#### **Action Step 1**

At the end of the first marking period identify those student with perfect attendance and recognize them with an incentive and/or other form of recognition.

#### **Person or Persons Responsible**

Student Services

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

### **Plan to Monitor Effectiveness of G10.B1.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

**G10.B2** Based on 2013 Early Warning Signs Data, 1% of students fail two or more courses.

**G10.B2.S1** Student Services Department will carefully monitor students at risk of failing any classes at each progress report and report card.. Team conferences with Parents will be scheduled when necessary.

**Action Step 1**

Counselors will work with students at risk of failing classes through implementation and monitoring of MTSS/RTi process.

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

**Action Step 2**

Counselors and teachers will use student agendas for communication between home and school and to instruct students on strategies for success including writing down assignments and time management tips.

**Person or Persons Responsible**

Counselors and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments



### **Action Step 3**

Counselors and teachers will identify students on honor roll, most improved and effort and provide incentives and recognition for those students.

#### **Person or Persons Responsible**

Counselors and teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

### **Plan to Monitor Effectiveness of G10.B2.S1**

FCIM will be implemented by data analysis through curriculum council meetings and on going data chats within department meetings and individually with teachers and students

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

**G10.B3** Based on 2013 Early Warning Signs Data, 10% of students receive two or more behavioral referrals.

**G10.B3.S1** Student Services personnel will closely monitor students receiving more than one behavior referral and consider them for a behavior intervention plan.

**Action Step 1**

Student Service Personnel will counsel students who receive one or more behavior referrals.

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Assessments

**Plan to Monitor Effectiveness of G10.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

Formative/Summative Assessment

## Coordination and Integration

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

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (6-8)

The above service will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

## 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.** Based on the 2013 FCAT 2.0 Reading Assessment, 80% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Reading Assessment 81% of all students will score at or above a level 3.

**G1.B3** Based on the 2013 FCAT 2.0 Reading Assessment 52% of students scored at Levels 4 and 5 and were deficient in the Reporting Category of Literary Analysis .

**G1.B3.S1** Use graphic organizers and implement exemplar lessons to assist students in developing strategies to comprehend informational text by interpreting, synthesizing, and evaluating information from a variety of sources.

### PD Opportunity 1

Teachers will incorporate the use of a variety of graphic organizers and exemplar lessons on a regular basis.

#### Facilitator

Language Arts Department chair

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative Assessments such as Interim, FAIR and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Reading Assessment

**G3.** Based on the 2013 FCAT 2.0 Mathematics assessment, 77% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Math Assessment 81% will score at or above Level 3

**G3.B1** Based on the 2013 FCAT 2.0 Mathematics Assessment 31% of students scored Level 3 and were deficient in Geometry and Measurement

**G3.B1.S1** Use Project Based Learning to incorporate hands-on learning activities which simulate real-world applications of Geometry and Measurement

### **PD Opportunity 1**

Utilize manipulatives and technology to incorporate real-world applications of Geometry and Measurement through Project Based Learning

#### **Facilitator**

Math Chairperson

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative Assessments such as Interim and teacher generated tests, Summative Assessment: 2014 FCAT2.0 Mathematics Assessment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Based on the 2013 FCAT 2.0 Reading Assessment, 80% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Reading Assessment 81% of all students will score at or above a level 3.	\$4,000
G3.	Based on the 2013 FCAT 2.0 Mathematics assessment, 77% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Math Assessment 81% will score at or above Level 3	\$4,000
G10.	Based on 2013 data on Early Warning System decrease each indicator by 1% in 2014 .	\$3,990
Total		\$11,990

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Other	Total
Community School	\$4,000	\$0	\$0	\$4,000
Title III Supplemental Tutoring Academy	\$0	\$4,000	\$0	\$4,000
EESAC	\$3,123	\$0	\$867	\$3,990
Total	\$7,123	\$4,000	\$867	\$11,990

### Budget Details

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

**G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 80% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Reading Assessment 81% of all students will score at or above a level 3.

**G1.B2** Based on the 2013 FCAT 2.0 Reading Assessment 27% of students scored at Level 3 and were deficient in the Reporting Category of Vocabulary.

**G1.B2.S1** Improve word recognition and enhance vocabulary by completing lessons in Wordly Wise Vocabulary workbooks and encouraging usage of vocabulary across the curriculum.

#### Action Step 1

Create and implement a grade level lesson plan for Wordly Wise lessons.

#### Resource Type

Evidence-Based Program

#### Resource

Hourly interventionist

#### Funding Source

Community School

#### Amount Needed

\$4,000

**G3.** Based on the 2013 FCAT 2.0 Mathematics assessment, 77% of all students scored at or above a Level 3. On the 2014 FCAT 2.0 Math Assessment 81% will score at or above Level 3

**G3.B2** Based on the 2013 FCAT 2.0 Mathematics Assessment 42% of students scored Level 4-5 and were deficient in Ratios and Proportional Relationships

**G3.B2.S1** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of rational numbers, properties, and linear equations, apply think-solve and explain

### **Action Step 1**

Provide opportunities for student discourse using think solve and explain to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of ratios, rates, and proportional and non-proportional relationships. .

#### **Resource Type**

Personnel

#### **Resource**

Tutoring

#### **Funding Source**

Title III Supplemental Tutoring Academy

#### **Amount Needed**

\$4,000

**G10.** Based on 2013 data on Early Warning System decrease each indicator by 1% in 2014 .

**G10.B1** Based on 2013 Early Warning Signs Data, 4% of students miss ten percent or more of available instructional time.

**G10.B1.S1** Students with perfect attendance each quarter will receive an incentive and/or recognition.

**Action Step 1**

At the end of the first marking period identify those student with perfect attendance and recognize them with an incentive and/or other form of recognition.

**Resource Type**

Other

**Resource**

Attendance Incentives

**Funding Source**

EESAC

**Amount Needed**

\$867



**G10.B2** Based on 2013 Early Warning Signs Data, 1% of students fail two or more courses.

**G10.B2.S1** Student Services Department will carefully monitor students at risk of failing any classes at each progress report and report card.. Team conferences with Parents will be scheduled when necessary.

**Action Step 2**

Counselors and teachers will use student agendas for communication between home and school and to instruct students on strategies for success including writing down assignments and time management tips.

**Resource Type**

Evidence-Based Program

**Resource**

Student Agendas

**Funding Source**

EESAC

**Amount Needed**

\$3,123

**Action Step 3**

Counselors and teachers will identify students on honor roll, most improved and effort and provide incentives and recognition for those students.

**Resource Type**

Other

**Resource**

Incentives and recognition

**Funding Source**

EESAC

**Amount Needed**

\$0