



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Somerset Academy Charter Middle School South

Miami Campus

5876 SW 68TH ST

South Miami, FL 33143

305-740-0509

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
8%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
79%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
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

Somerset Academy Charter Middle South Miami

##### Principal

Andreina Figueroa

##### School Advisory Council chair

Virginia Leyva-Fernandez

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

Name	Title
Luisa Corral	Principal
Virginia Leyva-Fernandez	Grade Level Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The SAC is comprised of 1- Principal, 2- Teachers, 2 Educational Support Employees, 2-Parents, 2- Students, and 1-Business/Community Representative.

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

The SAC met quarterly throughout the previous school year and discussed various topics about the SIP. Most importantly, there were numerous conversations about the interim assessments and FCAT scores. With these conversations the SAC brought up great ideas to implement and make part of the SIP for the 2013-2014 academic school year.

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

The SAC will meet quarterly for the 2013-2014 school year and will develop, approve, and monitor the implementation of the SIP.

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

The SAC will utilize its funds to support the SIP. The amount of \$575.00 will be allocated to help fund a school interventionist.

**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**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Andreina Figueroa**

Principal

Years as Administrator:

Years at Current School:

**Credentials**

BA-Elementary Education, Florida International University: Master of Science in Elementary Education,  
 Florida International University: Certification in Educational Leadership, Florida International University

2013

School Grade: A

Rdg. Proficiency, 86%

Math Proficiency, 76%

Rdg. Lrg. Gains, 78%

Math Lrg. Gains, 70%

Rdg. Imp. of Lowest 25%, 78%

Math Imp. of Lowest 25%, 63%

Rdg. AMO, 86%

Math AMO, 76%

2012

School Grade: A

Rdg. Proficiency, 85%

Math Proficiency, 70%

Rdg. Lrg. Gains, 68%

Math Lrg. Gains, 55%

Rdg. Imp. of Lowest 25%, 68%

Math Imp. of Lowest 25% ,55%

Rdg. AMO –\_\_

Math AMO–\_\_

2011

School Grade: A

Rdg. Proficiency, 90%

Math Proficiency, 92%

Rdg. Lrg. Gains, 81%

Math Lrg. Gains, 84%

Rdg. Imp. of Lowest 25%, 83%

Math Imp. of Lowest 25%, 93%

2010

School Grade:

Rdg. Proficiency, 58%

Math Proficiency, 65%

Rdg. Lrg. Gains, 63%

Math Lrg. Gains, 69%

Rdg. Imp. of Lowest 25%, 58%

Math Imp. of Lowest 25%, 67%

2009

School Grade: A

Rdg. Proficiency, 84%

Math Proficiency, 87%

Rdg. Lrg. Gains, 84%

Math Lrg. Gains, 87%

**Performance Record**



Rdg. Imp. of Lowest 25%, 83%  
 Math Imp. of Lowest 25%, 86%

**Classroom Teachers**

**# of classroom teachers**

6

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

67%

**# certified in-field**

4, 67%

**# ESOL endorsed**

0, 0%

**# reading endorsed**

0, 0%

**# with advanced degrees**

0, 0%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 17%

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

3, 50%

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

2, 33%

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

0, 0%

**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**

The Principal will work arduously throughout the academic school year to retain highly qualified, certified-in-field, effective teachers to the school.

The Principal and Professional Development Liaison will provide professional development and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The Principal will also attend teacher job fairs in order to maintain and update a database of resumes.

**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**

For the 2013-2014 school year we have one teacher that is new to the teaching profession, Mrs. Wray. She is being mentored by Mrs. Leyva-Fernandez, the grade level chair of the middle school. Mrs. Leyva Fernandez has shown expertise in her field and has also proven to be successful in developing relationships with all stakeholders.

### **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 four step, problem-solving model involves the following: Step 1- Define, an objective and measurable terms, the goals to be obtained; Step 2- Identify possible reasons why the desired goal is not being attained; Step 3- Develop and implement a well-supported plan involving evidence-based strategies to attain the goals; Step 4- Evaluate the effectiveness of the plan in relation to stated goals. Our problem-solving model provides the structure to identify, develop, implement, and evaluate strategies to accelerate the performance of all students. The effectiveness of the problem-solving process is based on both the fidelity of the problem-solving processes itself, and fidelity in the implementation of the instruction intervention plan. The tiers are differentiated by the "intensity" of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/ intervention. In general, a four-step process will help to define and differentiate the tiers: how much additional time will be needed, the what will occur in that time, who is the most qualified person to deliver the "What," and where will that additional instruction occur. The SAC will provide the funds to hire an interventionist to assist in the implementation of the RtI model.

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

Mrs. Luisa Corral, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mrs. Annie Rodriguez, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Mr. Robert Fundora, Technology Specialist: Develops or brokers technology necessary to manage and display data and technical support to teachers and staff regarding data management.

Ms. Carolina Sanchez, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team will meet once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

## **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**

### Assessments

Progress Monitoring: PMRN, Baseline, Benchmark Assessments. These will be monitored quarterly.

Midyear: Florida Assessments for Instruction in Reading (FAIR), School site specific assessments.

These will be monitored as they are assessed.

End of year: FCAT, EOC's, FAIR, School site specific assessments. End of year assessments will be monitored yearly.

Frequency of Data Days: Monthly for data analysis

Behavior: Teachers keep anecdotal records to monitor students' behavior patterns.

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

The school-based MTSS/Rtl Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team provided data based on the 2012-2013 school year. The school-based MTSS Leadership Team will analyze available data for incoming students from the 2013 FCAT, EOC's, and Florida Assessments for Instruction in Reading (FAIR). When developing the SIP, the school-based MTSS Leadership Team and ESSAC committee established a vision for the 2013-2014 school year based on evidence-based general education instruction and curriculum that is effective in helping a majority of students reach grade level benchmarks.

In order to implement the SIP all year, SoMi Middle will follow the MTSS Leadership Team Problem Solving Process as described below.

1. Problem Identification entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
2. Problem Analysis, involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. During Intervention Design & Implementation, evidence-based interventions based upon data collected previously are selected or developed, then implemented.
4. Lastly, evaluating the effectiveness of interventions utilized is paramount in a problem-solving process. This fourth step is termed Response-to-Intervention. It is in this fourth step that a student's or group of students' response to our implemented intervention is measured so that we may evaluate the effectiveness of our instructional efforts.

This process is never-ending and requires constant evaluation of the program. The school-based MTSS Leadership Team will work arduously together to continuously support and implement various best practices, which have proven to be effective.

Professional development will be provided during teachers' common planning time and small sessions

will occur throughout the year. These training sessions will commence the Monday prior to the first day of school. Data from ongoing progress monitoring will indicate if Professional Development is needed in specific areas.

## Literacy Leadership Team (LLT)

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

Name	Title
Luisa Corral	Principal
Virginia Leyva-Fernandez	Instructional Staff Member

### How the school-based LLT functions

The Principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. Additionally, the Principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

### Major initiatives of the LLT

The Principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

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

## Every Teacher Contributes to Reading Instruction

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

The school will ensure that every teacher contributes to reading improvement by providing professional development to all teachers in the area of curriculum integration. The teachers will utilize word walls, graphic organizers, and reading strategies across the curriculum.

## College and Career Readiness

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

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

Somerset Academy Middle South Miami integrates the curriculum through the usage of reading in all courses. Students read about careers in different classes such as Social Sciences, Science, and Mathematics. Students can learn how careers utilize the different subjects and can reflect upon those effectively.

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

Somerset Academy Middle South Miami maximizes on the students capabilities. Most students leave to High School with a minimum of three credits: Spanish fulfilled for High School, Biology I, Physical Science, and/or Algebra I.

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

Somerset Academy Middle South Miami viewed the data for South Miami Senior High School. A major area of concern that was represented was the 51% of students who passed the FCAT Reading Assessment with a level 3 or above.

This is a concern because students need to be able to read effectively on grade level.

Some strategies that Somerset Academy Middle South Miami will utilize are the following:

- Use of reading integration in all subjects
- Utilizing the FAIR reports to progress monitor students who are deficient in reading
- Provide interventions for students who have scored levels 1 or 2 of the Reading FCAT
- Maximize the usage of Reading Plus
- Monthly Data Chats with students to discuss the progress of their levels

## 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	90%	86%	No	91%
American Indian				
Asian				
Black/African American				
Hispanic	90%	87%	No	91%
White	93%	82%	No	94%
English language learners				
Students with disabilities				
Economically disadvantaged	89%	86%	No	90%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	34%	35%
Students scoring at or above Achievement Level 4	67	52%	52%

### Learning Gains

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

### 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	33	80%	82%
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	88%	76%	No	90%
American Indian				
Asian				
Black/African American				
Hispanic	88%	75%	No	90%
White	93%	77%	No	94%
English language learners				
Students with disabilities				
Economically disadvantaged	73%	67%	No	76%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	39%	41%
Students scoring at or above Achievement Level 4	32	32%	33%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

**Middle School Acceleration**

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

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	93%	Yes	90%
American Indian				
Asian				
Black/African American				
Hispanic	88%		No	90%
White	93%		No	94%
English language learners				
Students with disabilities				
Economically disadvantaged	73%		No	76%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	82%	83%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

**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	<i>[data excluded for privacy reasons]</i>		14%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

**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			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	71%	72%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		22%



**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)	7		100
Participation in STEM-related experiences provided for students	10	100%	100%

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

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

**Civics End-of-Course (EOC) Assessment**

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

**Area 8: Early Warning Systems****Middle School Indicators**

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

**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**

Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and 100% of parents attended one or more school activities in the 2013-2014 school year. Our goal for the 2013-2014 school year is to maintain and increase the parent attendance for school wide activities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attend at least one field trip per year.	4	100%	100%

## Goals Summary

- G1.** The results of the 2012-2013 Algebra I EOC Assessment indicated that 82% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency percentage by 1 percentage point to 83%. The area of defi
- G2.** Our goal at Somerset Academy Middle South Miami is increase the effectiveness of identifying students who may fall behind early enough to provide the appropriate support and interventions.
- G3.** On the 2013 Reading FCAT 2.0 Test, 86% of students at SoMi Middle scored at Level 3 or above. Our goal on the 2014 Reading FCAT 2.0 Test is to increase our percentage by 5% to achieve a 91%.
- G4.** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%.
- G5.** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of all students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%.
- G6.** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 is to increase student proficiency from 8% to 14% by six percentage points.
- G7.** Our goal for the 2013-2014 school year is to increase STEM-related experiences for the students.
- G8.** Our goal for the 2013-2014 administration of the Civics EOC is to show proficiency of the content and standards being assessed.

## Goals Detail

**G1.** The results of the 2012-2013 Algebra I EOC Assessment indicated that 82% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency percentage by 1 percentage point to 83%. The area of defi

### **Targets Supported**

- Algebra 1 EOC

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

- Somerset Academy Middle School South Miami will utilize various resources to help achieve this goal. We will utilize Mathletics, Florida Focus Achieves, Holt Mathematics Textbook and online component, Prentice Hall Textbook and online component, and FCAT Explorer with fidelity, and GIZMOS. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to help them in their continuous education to support the students learning growth. The students will also utilize Success Maker to assist them in developing skills that may have not been already mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School-Wide Interventionist will assist the teachers in the Rtl process and data collection.

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

- The area of deficiency as noted on the 2013 administration of the Algebra I EOC Assessment was Reporting Category: Polynomials due to a lack of knowledge in the content area of polynomials.

### **Plan to Monitor Progress Toward the Goal**

The MTSS/RTI team will utilize the Florida Continuous Improvement model using data from the Interim Assessments and EOC.

### **Person or Persons Responsible**

MTSS/RTI

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

Quarterly

### **Evidence of Completion:**

The evidenced that will be used to monitor for progress toward meeting the goal will be data from formative assessment: District Interim Assessments and the summative assessment: results of the 2014 EOC.

**G2.** Our goal at Somerset Academy Middle South Miami is increase the effectiveness of identifying students who may fall behind early enough to provide the appropriate support and interventions.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Somerset Academy Middle South Miami will provide resources such as tutoring, school-wide incentives, and visits with the school counselor. The school will also create an attendance bulletin board and assign behavior and attendance referrals as needed.

**Targeted Barriers to Achieving the Goal**

- At Somerset Academy Middle South Miami, 3% of students missed more than 10% of instructional time during the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease the percentage to 2%. Students need strategies on how to develop healthy lifestyles.
- At Somerset Academy Middle South Miami, 1% of students received one or more behavior referrals that lead to suspension during the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease the percentage to 1%. Students need strategies on how to make better behavioral choices in school.

**Plan to Monitor Progress Toward the Goal**

The administrators will visit classrooms and review teacher Grade Book Binders to ensure that proper attendance documentation is occurring on a weekly basis.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Administrators will complete informal observation logs of teachers.

**G3.** On the 2013 Reading FCAT 2.0 Test, 86% of students at SoMi Middle scored at Level 3 or above. Our goal on the 2014 Reading FCAT 2.0 Test is to increase our percentage by 5% to achieve a 91%.

### **Targets Supported**

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

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

- Somerset Academy Middle South Miami will utilize various resources to help achieve this goal. We will utilize Reading Plus with fidelity. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to help teachers in their continuous education to support the students learning growth. The students will also utilize Success Maker to assist them in developing skills that may have not been already mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School- Wide Interventionist will assist teachers in the Rtl process and data collection.

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

- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 82% of white students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 94%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 87% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 91%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 86% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 34% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency percentage to 35%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 52% of students achieved level 4 or above proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency of level 4 and above percentage at 52%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 78% of students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase from 78% to 80% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of being able to determine the essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- The results of the 2012-2013 Reading FCAT Test indicate that 78% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from

78% to 80% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of being able to determine the essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

### Plan to Monitor Progress Toward the Goal

The MTSS/RTI team will follow the Florida Continuous Improvement Model using data from Interim Assessments and FCAT 2.0.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessments: Interim Assessments Summative Assessments: 2014 FCAT 2.0 Assessment.

**G4.** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Somerset Academy Middle South Miami will utilize various resources to help achieve this goal. We will utilize the Reading Plus Writing component with fidelity, teachers will display visual aids, utilize rubrics, provide students with mentor texts and anchor papers to guide their writing. The teacher will also attend professional development sessions to help the teachers in their continuous education to support the students learning growth. The students will also utilize a writer's notebook and writing will be integrated across the curriculum. Eighth grade students will also participate in monthly writing prompts to assist in their growth as well.

#### Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%. The area of deficiency as noted on this assessment is due to a lack of ability to plan a written document efficiently.

### Plan to Monitor Progress Toward the Goal

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

The formative assessments that will be utilized to monitor for completion and the goal's success will be the monthly writing prompts. Students should show growth on a month-to-month assessment.

**G5.** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of all students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%.

### **Targets Supported**

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

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

- Somerset Academy Middle School South Miami will utilize various resources to help achieve this goal. We will utilize Mathletics, Florida Focus Achieves, Holt Mathematics Textbook and online component, Prentice Hall Textbook and online component, and FCAT Explorer with fidelity, and GIZMOS. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to help them in their continuous education to support the students learning growth. The students will also utilize Success Maker to assist them in developing skills that may have not been already mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School-Wide Interventionist will assist the teachers in the RtI process and data collection.

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

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 77% of white students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 94%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 75% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 67% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 76%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain level 3 student proficiency percentage at 41%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 32% of students achieved at or above level 4 proficiency. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency percentage to 33%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.



- The results of the 2012-2013 Mathematics FCAT 2.0 Test indicate that 70% of students achieved overall learning gains. Our goal for the 2013-2014 is to increase the overall learning gains from 70% to 73% by 3 percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.
- The results of the 2012-2013 Mathematics FCAT 2.0 Test indicate that 63% of lowest 25% of students achieved overall learning gains. Our goal for the 2013-2014 is to increase the learning gains of the lowest 25% from 63% to 67% by 4 percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

### **Plan to Monitor Progress Toward the Goal**

The MTSS/RTI team will utilize the Florida Continuous Improvement model using data from the Interim Assessments and FCAT 2.0.

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

MTSS/RTI

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

Quarterly

#### **Evidence of Completion:**

The evidenced that will be used to monitor for progress toward meeting the goal will be data from formative assessment: District Interim Assessments and the summative assessment: results of the 2014 FCAT 2.0 Assessment.

**G6.** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 is to increase student proficiency from 8% to 14% by six percentage points.

### **Targets Supported**

- Science
- Science - Middle School
- Science - Biology 1 EOC

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

- Somerset Academy Middle South Miami will utilize various resources. The students will utilize online programs such as the Gizmos Online Labs, AIMS Science Resources, SAFARI online videos, Discovery Learning, and various hands-on lab kits as provided through the texts. Teachers will be offered professional development sessions to help in providing excellent lessons.

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

- The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 8% to 14% by 6 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.
- The results of the 2012-2013 school year for the Science FCAT Test indicated that 0% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 0% to 3% by 3 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.
- The results of the 2012-2013 school year for the Biology I EOC Test indicated that 71% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 71% to 72% by 1 percentage point. This may have been caused due to a lack of knowledge in Molecular and Cellular Biology.
- The results of the 2012-2013 school year for the Biology I EOC Test indicated that 21% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 21% to 22% by one percentage point. This may have been caused due to a lack of knowledge in Molecular and Cellular Biology.

### **Plan to Monitor Progress Toward the Goal**

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports from Interim and FCAT Assessments.

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

MTSS/RTI

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

Quarterly

#### **Evidence of Completion:**

The evidence of completion for this goal can be reviewed through Formative Assessment such as the District Interim Assessments and through Summative Assessments such as the Science FCAT.

**G7. Our goal for the 2013-2014 school year is to increase STEM-related experiences for the students.**

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- The resources available for the students to enhance the STEM-related activities are those that require extra time on the teacher's behalf. Teachers will come together in committees to develop field trips that are science centered, enhance science instruction through infusion of writing and learning of science-related careers, and developing a fun-filled science week that enables students to realize that science is all around us on a daily basis.

**Targeted Barriers to Achieving the Goal**

- A possible barrier that can be found during the implementation of these activities is the fact that a student may be absent during the days of such events.

**Plan to Monitor Progress Toward the Goal**

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review participation of events.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Students will show an increase in STEM-related activities.

**G8. Our goal for the 2013-2014 administration of the Civics EOC is to show proficiency of the content and standards being assessed.**

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- Somerset Academy Middle South Miami will utilize various resources to assist students in their proficiency levels of this assessment. Teachers will utilize pacing guides and the standards as set by the state to guide instruction when planning lessons that are effective. Teacher will also incorporate reading skills and strategies to teach lessons that integrate the curriculum. The teacher will utilize graphs, charts, maps, political cartoons, primary and secondary sources, print and non-print resources to research, and participate in Project Citizen. Teachers will attend professional development and familiarize themselves with the content being tested.

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 Algebra I EOC Assessment indicated that 82% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency percentage by 1 percentage point to 83%. The area of defi

**G1.B1** The area of deficiency as noted on the 2013 administration of the Algebra I EOC Assessment was Reporting Category: Polynomials due to a lack of knowledge in the content area of polynomials.

**G1.B1.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of polynomials in the mathematics classroom.

### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

#### Facilitator:

#### Participants:

Teachers

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

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of polynomials.

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

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

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

MTSS/RTI

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

Monthly

#### **Evidence of Completion**

Students will show an increase in benchmark proficiency.

**G2.** Our goal at Somerset Academy Middle South Miami is increase the effectiveness of identifying students who may fall behind early enough to provide the appropriate support and interventions.

**G2.B1** At Somerset Academy Middle South Miami, 3% of students missed more than 10% of instructional time during the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease the percentage to 2%. Students need strategies on how to develop healthy lifestyles.

**G2.B1.S1** Students who have missed 10% or more instructional time within the first quarter will be monitored and documented to prevent further loss of instructional time.

**Action Step 1**

Teachers will keep track of absences, early dismissal, and tardies on a daily, weekly, monthly, and quarterly basis to track student attendance.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Evidence of completion will be noted in the teacher's Grade Book Binder section of attendance per homeroom class.

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

Teachers will submit weekly reports of when students are absent with excused or unexcused markings.

**Person or Persons Responsible**

Attendance Clerk/Registrar

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

The daily attendance report must be signed by the teachers and verified by the registrar.

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

The MTSS/RTI team will monitor the attendance patterns and grades of the students who miss more than 10% of instructional time within the first quarter and so on.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

The team will be able to view reports of attendance and grades simultaneously per child in the 10% category.

**G2.B2** At Somerset Academy Middle South Miami, 1% of students received one or more behavior referrals that lead to suspension during the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease the percentage to 1%. Students need strategies on how to make better behavioral choices in school.

**G2.B2.S1** Students who receive one or more behavior referral that leads to suspension will be closely monitored by the counselor on a weekly basis.

#### Action Step 1

The teacher will notify the counselor that there is a student or of the students who have more than one behavior referral that has lead to a suspension.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

On-going

#### Evidence of Completion

The teacher will submit a referral to counseling form to the counselor.



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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** On the 2013 Reading FCAT 2.0 Test, 86% of students at SoMi Middle scored at Level 3 or above. Our goal on the 2014 Reading FCAT 2.0 Test is to increase our percentage by 5% to achieve a 91%.

**G3.B1** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 82% of white students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 94%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B1.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### **Action Step 1**

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

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

Teachers

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

On-going

#### **Evidence of Completion**

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

#### **Facilitator:**

Professional Development Liaison

#### **Participants:**

Teachers

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

The LLT will conduct classroom visits.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to read a variety of texts and be able to complete problem-and-solution-finding activities with increasing proficiency.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

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

LLT

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

Monthly

#### **Evidence of Completion**

Students will show an increase in mastery of benchmarks.

**G3.B2** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 87% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 91%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B2.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### **Action Step 1**

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

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

Teachers

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

On-going

#### **Evidence of Completion**

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

#### **Facilitator:**

Professional Development Liaison

#### **Participants:**

Teachers

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

The LLT will conduct classroom visits.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to read a variety of texts and be able to complete problem-and-solution-finding activities with increasing proficiency.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will show an increase in mastery of benchmarks.

**G3.B3** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 86% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/ Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B3.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### Action Step 1

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

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

LLT

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

Monthly

#### **Evidence of Completion**

Students will show an increase in mastery of benchmarks.

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

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

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

#### **Evidence of Completion**

**G3.B4** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 34% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency percentage to 35%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B4.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### **Action Step 1**

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

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

Teachers

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

On-going

#### **Evidence of Completion**

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

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

The LLT will conduct classroom visits.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to read a variety of texts and be able to complete problem-and-solution-finding activities with increasing proficiency.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Students will show an increase in mastery of benchmarks.

**G3.B5** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 52% of students achieved level 4 or above proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency of level 4 and above percentage at 52%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B5.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

#### Action Step 1

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.



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

The LLT will conduct classroom visits.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to read a variety of texts and be able to complete problem-and-solution-finding activities with increasing proficiency.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

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

LLT

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

Monthly

#### **Evidence of Completion**

Students will show an increase in mastery of benchmarks.

**G3.B6** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 78% of students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase from 78% to 80% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of being able to determine the essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

**G3.B6.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main-idea, plot, and purpose. Teachers should help students use graphic organizers to see patterns and help them summarize the main points.

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

Teachers

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

On-going

#### **Evidence of Completion**

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

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

The LLT will conduct classroom visits.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to read a variety of texts and be able to complete problem-and-solution-finding activities with increasing proficiency.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will show an increase in mastery of benchmarks.

**G3.B7** The results of the 2012-2013 Reading FCAT Test indicate that 78% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 78% to 80% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of being able to determine the essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

**G3.B7.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### Action Step 1

Students should practice using and identifying details from the passage to determine main-idea, plot, and purpose. Teachers should help students use graphic organizers to see patterns and help them summarize the main points.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

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

The LLT will conduct classroom visits.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to read a variety of texts and be able to complete problem-and-solution-finding activities with increasing proficiency.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement Model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmarks.

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

LLT

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

Monthly

#### **Evidence of Completion**

Students will show an increase in mastery of benchmarks.

**G4.** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%.

**G4.B1** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%. The area of deficiency as noted on this assessment is due to a lack of ability to plan a written document efficiently.

**G4.B1.S1** Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

### **Action Step 1**

The teacher will develop mini lessons to assist students when creating written documents. The mini lessons will focus on planning and utilizing graphic organizers.

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

Teacher

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

On-going

#### **Evidence of Completion**

The evidence of completion can be shown through the usage of graphic organizers as a main component when submitting written documents.

#### **Facilitator:**

Professional Development Liaison

#### **Participants:**

Teacher

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

The Literacy Leadership Team will visit classrooms to monitor student work and classroom participation in being able to utilize organization methods in writing.

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Students would have mastered this barrier by producing well-written documents that are structured and follow a sequence according to what is being prompted.

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

The Literacy Leadership Team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will show an increase in proficiency across all writing benchmarks.

**G5.** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of all students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%.

**G5.B1** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 77% of white students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 94%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B1.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

### Facilitator:

Professional Development Liaison

### Participants:

Teachers

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

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

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

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

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

MTSS/RTI

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

Monthly

#### **Evidence of Completion**

Students will show an increase in benchmark proficiency.

**G5.B2** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 75% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B2.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **Action Step 1**

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

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

#### **Facilitator:**

#### **Participants:**

Teachers

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

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.



## Plan to Monitor Effectiveness of G5.B2.S1

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will show an increase in benchmark proficiency.

**G5.B3** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 67% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 76%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B3.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

### Facilitator:

Professional Development Liaison

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

### **Plan to Monitor Effectiveness of G5.B3.S1**

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

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

MTSS/RTI

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

Monthly

#### **Evidence of Completion**

Students will show an increase in benchmark proficiency.

**G5.B4** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain level 3 student proficiency percentage at 41%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B4.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **Action Step 1**

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

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

#### **Facilitator:**

Professional Development Liaison

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B4.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

## Plan to Monitor Effectiveness of G5.B4.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G5.B5** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 32% of students achieved at or above level 4 proficiency. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency percentage to 33%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B5.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 geometry and measurement in the mathematics classroom.

### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

#### Facilitator:

Professional Development Liaison

#### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B5.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

### **Plan to Monitor Effectiveness of G5.B5.S1**

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

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

#### **Evidence of Completion**

**G5.B6** The results of the 2012-2013 Mathematics FCAT 2.0 Test indicate that 70% of students achieved overall learning gains. Our goal for the 2013-2014 is to increase the overall learning gains from 70% to 73% by 3 percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B6.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 geometry and measurement in the mathematics classroom.

### **Action Step 1**

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

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

### **Plan to Monitor Fidelity of Implementation of G5.B6.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

## Plan to Monitor Effectiveness of G5.B6.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G5.B7** The results of the 2012-2013 Mathematics FCAT 2.0 Test indicate that 63% of lowest 25% of students achieved overall learning gains. Our goal for the 2013-2014 is to increase the learning gains of the lowest 25% from 63% to 67% by 4 percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B7.S1** Provide students with lessons that promote gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

### **Plan to Monitor Fidelity of Implementation of G5.B7.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

### **Plan to Monitor Effectiveness of G5.B7.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**G6.** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 is to increase student proficiency from 8% to 14% by six percentage points.

**G6.B1** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 8% to 14% by 6 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.

**G6.B1.S1** Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

### **Action Step 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

#### **Facilitator:**

Professional Development Liaison

#### **Participants:**

Teachers

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

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to discuss scientific topics with fluency and be able to express their lab results.

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

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will show an increase in benchmark proficiency.

**G6.B2** The results of the 2012-2013 school year for the Science FCAT Test indicated that 0% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 0% to 3% by 3 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.

**G6.B2.S1** Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

### Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

### Facilitator:

### Participants:

Teachers

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

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Students will be able to discuss scientific topics with fluency and be able to express their lab results.

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

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will show an increase in benchmark proficiency.

**G6.B3** The results of the 2012-2013 school year for the Biology I EOC Test indicated that 71% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 71% to 72% by 1 percentage point. This may have been caused due to a lack of knowledge in Molecular and Cellular Biology.

**G6.B3.S1** Students will be able to compare prokaryotic and eukaryotic cells and demonstrate the functions of photosynthesis and cellular respiration through the creation of three-dimensional models.

### **Action Step 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class assignments.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

#### **Facilitator:**

Professional Development Liaison

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

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

MTSS/RTI

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

Bi-Weekly

#### **Evidence of Completion**

Students will be able to discuss scientific topics with fluency and be able to communicate the different functions of molecules.

### Plan to Monitor Effectiveness of G6.B3.S1

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Students will show an increase in benchmark proficiency.

**G6.B4** The results of the 2012-2013 school year for the Biology I EOC Test indicated that 21% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 21% to 22% by one percentage point. This may have been caused due to a lack of knowledge in Molecular and Cellular Biology.

**G6.B4.S1** Students will be able to compare prokaryotic and eukaryotic cells and demonstrate the functions of photosynthesis and cellular respiration through the creation of three-dimensional models.

#### Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class lessons on Molecular Science.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

#### Facilitator:

Professional Development Liaison

#### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Students will be able to discuss scientific topics with fluency and be able to communicate lessons learned in class.

### **Plan to Monitor Effectiveness of G6.B4.S1**

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will show an increase in benchmark proficiency.

**G7.** Our goal for the 2013-2014 school year is to increase STEM-related experiences for the students.

**G7.B1** A possible barrier that can be found during the implementation of these activities is the fact that a student may be absent during the days of such events.

**G7.B1.S1** Students will be offered advanced courses, honors courses, and the ability to partake in the school-wide science fair.

**Action Step 1**

Teachers will create lessons that incorporate the world around them and that include science in the work force as part of the instructional pacing guide.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**Facilitator:**

Professional Development Liaison

**Participants:**

Teachers

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

The MTSS/RTI team will monitor for fidelity of implementation by visiting classrooms and participating in the various events to monitor student work.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Students will be able to argue and discuss careers in science and the ever changing world that is technology centered.

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

The MTSS/RTI team will utilize the Florida Continuous Improvement model to review participation in the various activities.

### **Person or Persons Responsible**

MTSS/RTI

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Students will show an increase in participation.



## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The results of the 2012-2013 Algebra I EOC Assessment indicated that 82% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency percentage by 1 percentage point to 83%. The area of defi

**G1.B1** The area of deficiency as noted on the 2013 administration of the Algebra I EOC Assessment was Reporting Category: Polynomials due to a lack of knowledge in the content area of polynomials.

**G1.B1.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of polynomials in the mathematics classroom.

### PD Opportunity 1

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

#### Facilitator

#### Participants

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

**G3.** On the 2013 Reading FCAT 2.0 Test, 86% of students at SoMi Middle scored at Level 3 or above. Our goal on the 2014 Reading FCAT 2.0 Test is to increase our percentage by 5% to achieve a 91%.

**G3.B1** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 82% of white students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 94%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B1.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### **PD Opportunity 1**

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

**G3.B2** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 87% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 91%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B2.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

### **PD Opportunity 1**

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Teachers will utilize different forms of weekly assessments, observations, student work, Reading Plus Assessments, and Success Maker reports.

**G4.** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%.

**G4.B1** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%. The area of deficiency as noted on this assessment is due to a lack of ability to plan a written document efficiently.

**G4.B1.S1** Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

### **PD Opportunity 1**

The teacher will develop mini lessons to assist students when creating written documents. The mini lessons will focus on planning and utilizing graphic organizers.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teacher

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

On-going

#### **Evidence of Completion**

The evidence of completion can be shown through the usage of graphic organizers as a main component when submitting written documents.

**G5.** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of all students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%.

**G5.B1** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 77% of white students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 94%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B1.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **PD Opportunity 1**

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

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G5.B2** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 75% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 90%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B2.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **PD Opportunity 1**

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

#### **Facilitator**

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G5.B3** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 67% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 76%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B3.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **PD Opportunity 1**

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

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G5.B4** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain level 3 student proficiency percentage at 41%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B4.S1** Provide students with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **PD Opportunity 1**

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

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.



**G5.B5** The results of the 2012-2013 Math FCAT 2.0 Test indicate that 32% of students achieved at or above level 4 proficiency. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency percentage to 33%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was Reporting Category: Geometry and Measurement due to a lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

**G5.B5.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 geometry and measurement in the mathematics classroom.

### **PD Opportunity 1**

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

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G6.** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 is to increase student proficiency from 8% to 14% by six percentage points.

**G6.B1** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 8% to 14% by 6 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.

**G6.B1.S1** Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

### **PD Opportunity 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G6.B2** The results of the 2012-2013 school year for the Science FCAT Test indicated that 0% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 0% to 3% by 3 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.

**G6.B2.S1** Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

### **PD Opportunity 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

#### **Facilitator**

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G6.B3** The results of the 2012-2013 school year for the Biology I EOC Test indicated that 71% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 71% to 72% by 1 percentage point. This may have been caused due to a lack of knowledge in Molecular and Cellular Biology.

**G6.B3.S1** Students will be able to compare prokaryotic and eukaryotic cells and demonstrate the functions of photosynthesis and cellular respiration through the creation of three-dimensional models.

### **PD Opportunity 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class assignments.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G6.B4** The results of the 2012-2013 school year for the Biology I EOC Test indicated that 21% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 21% to 22% by one percentage point. This may have been caused due to a lack of knowledge in Molecular and Cellular Biology.

**G6.B4.S1** Students will be able to compare prokaryotic and eukaryotic cells and demonstrate the functions of photosynthesis and cellular respiration through the creation of three-dimensional models.

### **PD Opportunity 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class lessons on Molecular Science.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

**G7.** Our goal for the 2013-2014 school year is to increase STEM-related experiences for the students.

**G7.B1** A possible barrier that can be found during the implementation of these activities is the fact that a student may be absent during the days of such events.

**G7.B1.S1** Students will be offered advanced courses, honors courses, and the ability to partake in the school-wide science fair.

### **PD Opportunity 1**

Teachers will create lessons that incorporate the world around them and that include science in the work force as part of the instructional pacing guide.

#### **Facilitator**

Professional Development Liaison

#### **Participants**

Teachers

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

On-going

#### **Evidence of Completion**

Student work and weekly assessments will be used as evidence of completion.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

**G3.** On the 2013 Reading FCAT 2.0 Test, 86% of students at SoMi Middle scored at Level 3 or above. Our goal on the 2014 Reading FCAT 2.0 Test is to increase our percentage by 5% to achieve a 91%.

**G3.B2** The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 87% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency percentage to 91%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction due to a lack of ability to analyze and interpret texts.

**G3.B2.S1** Provide students with opportunities to practice identifying methods of development, practice with problem-and-solution-finding activities, and identifying clue words to help them analyze relationships in the text.

#### Action Step 1

Teachers will place more emphasis on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing. Students will read a variety of texts as well.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G4.** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%.

**G4.B1** The results of the 2012-2013 Writing FCAT Test indicated that 80% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage by 2 to 82%. The area of deficiency as noted on this assessment is due to a lack of ability to plan a written document efficiently.

**G4.B1.S1** Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

### **Action Step 1**

The teacher will develop mini lessons to assist students when creating written documents. The mini lessons will focus on planning and utilizing graphic organizers.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**



**G6.** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 is to increase student proficiency from 8% to 14% by six percentage points.

**G6.B1** The results of the 2012-2013 school year for the Science FCAT Test indicated that 8% of students achieved level 3 proficiency. Our goal for the 2013-2014 is to increase level 3 student proficiency from 8% to 14% by 6 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.

**G6.B1.S1** Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

### **Action Step 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

**G6.B2** The results of the 2012-2013 school year for the Science FCAT Test indicated that 0% of students achieved level 4 and above proficiency. Our goal for the 2013-2014 is to increase level 4 and above student proficiency from 0% to 3% by 3 percentage points. The areas of deficiency as noted on the administration of the Science FCAT may be due to a lack of knowledge in all of the areas of the assessment.

**G6.B2.S1** Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

**Action Step 1**

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**