2013-2014 SCHOOL IMPROVEMENT PLAN

Redland Middle School

16001 SW 248TH ST
Homestead, FL 33031
305-247-6112
http://redlandmiddle.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	93%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	95%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	D	C	C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Redland Middle School

Principal
Charles Hankerson E

School Advisory Council chair
David Madden

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

Name	Title
Charles Hankerson	Principal
Patrick Curtis	Assistant Principal
Sharon Jones	Instructional Coach
Kejuana Carpenter	Instructional Coach
Teresa Augustine	Instructional Coach

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

Charles Hankerson - Principal; David Madden - Chairperson; Teachers - 5: Wayne Worthley, Adam Koivisto, Kim Morales, Faye Elliot, Sharon Jones; Paraprofessional - 1: Norma Restrepo; UTD Steward - 1: Otis Holloway; Parents - 2: Marisol Miranda, Alma Fernandez, Christi Gonzalez; Students -; Business Community - 3: Darrell Cooper, Deborah Jacobs, April Raistrick

Involvement of the SAC in the development of the SIP

EESAC is involved in the development of this school improvement plan through supportive action. A small committee is formed to offer suggestions and insight for completion. Another small committee edits and proofreads the plan. All members review the final document before submission and make corrections after the district peer review.

Activities of the SAC for the upcoming school year

The activities for the 2013-14 EESAC committee are to increase parental and community support and involvement in academic and recreational endeavors; support Student Government activities; and increase school-wide literacy. Bi-monthly meetings will include the review of the School Improvement plan, current data, and budgetary expenditures.

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

EESAC funds will be set aside for incentives and rewards not covered by other sources ($1,800), per principal request. The remainder of funds will be utilized as faculty and member generated proposals are submitted at future meetings ($700).

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Charles Hankerson E		
Principal	Years as Administrator: 20	Years at Current School: 1

Credentials	Degrees: BS Physical Education, MS Educational Leadership Certification: Physical Education K-12, School Principal, Educational Leadership all levels
Performance Record	Redland Middle School '13 '12 School Grade C D High Standards Rdg 34 34 High Standards Math 33 26 Lrng Gains-Rdg 61 57 Lrng Gains-Math 65 48 Gains-Rdg-25% 66 61 Gains-Math-25% 68 56 Norland Middle School '12 '11 '10 School Grade C C C High Standards Rdg 42 42 41 High Standards Math 41 40 42 Lrng. Gains Rdg 66 62 63 Lrng Gains Math 64 61 59 Gains-Rdg-25% 76 67 65 Gains-Math-25% 72 69 64

Patrick Curtis		
Asst Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	Degrees: BA History; MS Educational Leadership Certification: Social Studies 6-12, Educational Leadership all levels
Performance Record	Redland Middle School '13 '12 '11 '10 School Grade C D C C High Standards Rdg. 34 34 50 46 High Standards Math 33 26 42 41 Lrng Gains-Rdg. 61 57 61 61 Lrng Gains-Math 65 48 62 67 Gains-Rdg-25% 66 61 68 66 Gains-Math-25% 68 56 69 71 Homestead Senior High School '09 '08 School Grade D F N High Standards Rdg. 22 18 High Standards Math 51 44 Lrng Gains-Rdg. 41 42 Lrng Gains-Math 70 69 Gains-Rdg-25% 44 49 Gains-Math-25% 66

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sharon Jones		
Full-time / School-based	Years as Coach: 12	Years at Current School: 6

Areas	Reading/Literacy
Credentials	Degrees: BS Elementary Education, MS Reading Education, Ed.S Educational Leadership Certification: Elementary Education 1-6, Reading K-12, Middle Grades Social Science 5-9, Educational Leadership All Levels
Performance Record	Redland Middle School '13 '12 '11 '10 School Grade C D C C High Standards Rdg. 34 34 50 46 Lrng Gains-Rdg. 61 57 61 61 Gains-Rdg-25% 66 61 68 66 '09 School Grade C High Standards Rdg. 45 Lrng Gains-Rdg. 61 Gains-Rdg-25% 74

Kejuana Carpenter		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10

Areas

Mathematics

Credentials

Degrees: BA Varying Exceptionality (VE), MS Secondary Mathematics, Ed.D Educational Leadership
Certification: VE K-12, Middle Grades Mathematics 5-9

Performance Record

Redland Middle School
'13 '12 '11 '10
School Grade
C D C C
High Standards Math
33 26 42 41
Lrng Gains-Math
65 48 62 67
Gains-Math-25%
68 56 69 71
'09
School Grade
C
41
High Standards Math
41
58
Lrng Gains-Math
64
Gains-Math-25%
70

Teresa Augustine		
Full-time / School-based	Years as Coach: 1	Years at Current School: 22

Areas

Science

Credentials

Degrees: BS Biology, MS Biology
Certification: Biology 6-12, General Science 6-12, NBCT Science

Performance Record

Redland Middle School
'13 '12 '11 '10 '09
School Grade
C D C C C
Science
36 28 22 20 28

Classroom Teachers

# of classroom teachers
26

 # receiving effective rating or higher
22, 85%

 # Highly Qualified Teachers
65%

 # certified in-field
17, 65%

 # ESOL endorsed
11, 42%

 # reading endorsed
8, 31%

 # with advanced degrees
16, 62%

 # National Board Certified
4, 15%

 # first-year teachers
1, 4%

 # with 1-5 years of experience
6, 23%

 # with 6-14 years of experience
12, 46%

 # with 15 or more years of experience
14, 54%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

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

Teacher Recruitment and Retention Strategies

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

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

The strategies employed to recruit teachers include attending job recruitment fairs sponsored by Teach for America and MDCPS. The strategies to retain teachers include providing opportunities for

instructional staff to participate in leadership academies and professional development in order to build their capacity and offer opportunities for professional growth. The principal is responsible for ensuring these strategies are effectively implemented.

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

MINT teachers are Ezzria Horn-Williams for ELA and Imandra Jimenez for Mathematics. The rationale for the pairings includes effective teaching and evidence of student achievement gains. Collaborative planning, modeling of effective instructional practices, data analysis, classroom management and implementation of curriculum are the planned mentoring activities.

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

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

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

The MTSS Leadership Team will use the Tier 1 Problem Solving Process to set Tier 1 goals and monitor academic and behavioral data needed to evaluate progress at least once every quarter by:
• Hold regular meetings to discuss problem solving using the four step process for goal setting, planning and program evaluation
• Gather and analyze data at all Tier levels to determine need for faculty professional learning based on student diagnostic and progress monitoring assessment
• Gather and analyze data to determine student achievement towards proficiency and to determine need to raise goals or provide enrichment
• Ensure students in need of intervention are receiving appropriate Tier 2 interventions. Using OPM (ongoing progress monitoring) to analyze data for continued problem solving
Tier 2: using Problem Solving Process to determine need to provide supplemental instruction and intervention in alignment with effective core instruction and behavioral supports to targeted students. Meetings to occur monthly
• Review OPM data for selecting intervention groups to evaluate group and individual students achievement
• Support interventions where achievement is not progressing
Identify students for SST Tier 3 intervention

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

Charles E. Hankerson – Principal - schedules, organizes and leads the meetings
Patrick Curtis – Assistant Principal for Curriculum - assists in leading and organizing meetings
Sharon D. Jones – Instructional Coach Literacy - documents assessments, assesses students as needed, guides teachers through processes for documentation
KeJuana Carpenter – Instructional Coach Mathematics - provides insight in completing documents
Teresa Augustine – Instructional Coach Science - provides insight in completing documents
Cindy Cooper – Guidance Counselor - orgnaizes documentations, assists in completing documents with teachers
Kim Morales – SPED teacher - provides insight to processes, assists in completing documents with

teachers

Dr. Dunaway – School Psychologist - organizes documentation, prepares processes for presentation of complete packets

Additionally, the Leadership Team will meet weekly to review systems, implementation and consensus of school site MTSS

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

The Tier 1 and Tier 2 checklist documents and supports the academic and behavioral goals identified on SIP. They also document the specific plan to monitor MTSS implementation with fidelity. These documents guide the conversation during MTSS meetings where planning, reviewing, and revising efforts for academic and behavioral proficiency occur. Using the four step problem solving process the data gathered will inform the conversation at all Tier 1, 2, and 3 meetings

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

Data Sources for Academics:
• FCAT
• FAIR
• STAR Enterprise
• Oral Reading Fluency Measures
• In-program Assessments (Voyager)
• Interim Assessments
• Student Grades
• School site specific assessments
• Reading Plus 4.0
Data Sources for Behavior
• Student Case Management System
• Suspensions
• Referrals by student behavior, staff behavior, administration context
• Team Climate Surveys
Attendance

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

Monthly faculty meetings will be held to review interim assessments and behavior management documentation. Monthly parent workshops will be held to introduce, review and examine academic and behavioral data and problem-solving systems.

Administrators and MTSS team members will attend district training in MTSS foundations and problem solving. the staff will participate in the online Florida RtI training to provide ongoing support for RtI.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 3,960

Teachers engage in weekly common planning by subject, quarterly Early Release Professional Development, district Professional Development, school-based monthly professional learning opportunities to include Communities of Practice and Lesson Study; students participate in daily Reading and Mathematics Intervention sessions, annual Spring Break Academy, Daily ALL Stars, weekly Saturday School, Summer Reading Initiatives to include Subject Area Instructional Packets

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is analyzed through each of the following: EESAC, Leadership team, Administration/ Instructional Coaches to teachers, teachers to students, student self-reflection, and teacher self-reflection, Subject Area Department meetings and District Data meetings.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Instructional Coaches and Department Chairpersons are responsible for collecting and analyzing data and leading data conversations.

Literacy Leadership Team (LLT)

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

Name	Title
Charles Hankerson	Principal
Patrick Curtis	Assistant Principal
Sharon Jones	Reading Coach
Kejuana Carpenter	Mathematics Coach
Teresa Augsutsine	Science Coach
Ezzria Williams	Language Arts Chair
Kim Morales	SPED Teacher
David Madden	EESAC Chair
Wilma Wright	Social Studies teacher
Randolph Bridgeman	Media Center

How the school-based LLT functions

The LLT will meet once monthly to focus on developing and implementing instructional routines that infuses Common Core State Standards, increases rigor, higher order questioning and writing across the curriculum; ensuring fidelity of school-wide Literacy Initiatives through Critical Thinking and Creative Writing classes; and promoting independent and academic reading activities.

Major initiatives of the LLT

Implementation of Reading Plus 4.0, Sponsorship of 'Real Men Read', Data Analyze of In-program materials and computer assisted Literacy instruction (include FAIR, STAR, Voyager, Reading Plus 4.0, Writing on Demand); Implementation of Accelerated Reader; Distribution of One Book per Student Initiative; Support Professional Learning Opportunities as needed in accordance with CRRP, Encourage and Support Lesson Study Teams and Communities of Practice (CoPs), Develop curriculum for Critical Thinking and Creative Writing courses

Every Teacher Contributes to Reading Instruction

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

The school is committed to ensuring that the teaching of reading strategies is the responsibility of every teacher. Teachers will receive professional development from the Reading Coach to assist them with the implementation of the K-12 Comprehensive Research-based Reading Plan (CRRP). Teachers will be encouraged to obtain Reading Endorsement or Reading Certification. The Reading Coach will attend district and state professional development sessions. The Reading Coach will model reading strategy lessons in the classrooms and provide ongoing support to teachers. The Literacy Leadership Team will monitor teachers to ensure the requirements of the CRRP are being met. Reading data results will be collected and monitored on an on-going basis. Weaknesses found in student assessment data will be communicated with teachers. Critical Thinking and Creative Writing classes will ensure participation in school-wide Literacy activities. All teachers will infuse Rigor, Higher Order Questioning, and Collaborative Structures on a daily basis. Educational software will be utilized to provide additional support. Teachers will attend weekly Common Planning and Communities of Practice sessions to design lessons, collaborate on the implementation of reading strategies, and share best practices through implementation of Lesson Study. Based on assessment data, students will be enrolled Intensive Reading Courses or Intervention sessions.

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

The school provides an Agri-Science Academy that provides students the opportunity to take specific certifications that provide foundations for career choice.

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

Student Services provides career and post secondary workshops to students on bi-monthly basis with an emphasis on pre-requisites into college and career. The counselor are also implementing the iPREP Math ConnectEDU. The school provides opportunities for students to participate in district, regional and national Agri-Science Career competitions.

Strategies for improving student readiness for the public postsecondary level

The school teaches to rigorous curriculum standards, in Core and Intervention classes with an emphasis on literacy and mathematics.

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	47%	34%	No	52%
American Indian				
Asian				
Black/African American	38%	25%	No	44%
Hispanic	51%	35%	No	56%
White	63%	50%	No	67%
English language learners	31%	9%	No	38%
Students with disabilities	31%	16%	No	38%
Economically disadvantaged	45%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	23%	36%
Students scoring at or above Achievement Level 4	55	11%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	19	33%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

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	84	44%	50%
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	41%	33%	No	47%
American Indian				
Asian				
Black/African American	34%	26%	No	41%
Hispanic	44%	35%	No	50%
White	50%	40%	No	55%
English language learners	32%	14%	No	39%
Students with disabilities	29%	21%	No	36%
Economically disadvantaged	40%	32%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	23%	35%
Students scoring at or above Achievement Level 4	37	7%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		92%	93%
Middle school performance on high school EOC and industry certifications		80%	82%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	64%	66%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	56%	0%
Students scoring at or above Achievement Level 4	12	44%	0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	22%	26%
Students scoring at or above Achievement Level 4	27	14%	16%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	320	65%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	21	0%	1%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	4%
Passing rate (%) for students who take CTE industry certification exams		0%	4%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

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	149	26%	25%
Students who fail a mathematics course	64	12%	11%
Students who fail an English Language Arts course	53	10%	9%
Students who fail two or more courses in any subject	56	10%	9%
Students who receive two or more behavior referrals	148	29%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	195	34%	33%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT 2.0 Mathematics test indicate that 65% of students made learning gains. Our goal for the 2013-14 school year is to increase the percentage of students making learning gains to 69%

G2. The results of the 2013 EOC Algebra 1 test indicate that 64% of students achieved level 3 proficiency and 4% achieved level 4-5. Our goal for the 2013-14 school year is to increase the percentage of level 3 proficiency to 66% and level 4-5 to 5%.

G3. The results of the 2013 Middle School Acceleration indicate 92% participation and 80% performance. Our goal for the 2013-14 school year is to increase participation to 93% and performance to 82%

G4. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

G5. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

G6. The results of the 2013 FCAT 2.0 in Reading and Mathematics indicate that 33% of students achieved proficiency or higher. Our goal for the 2013-14 school year is have 33% of students to achieve proficiency on the industry exams

G7. Our goal for 2013-14 school year is to decrease the percentage of students failing one or more course and have two or more behavior referrals.

G8. The results of the 2013 FCAT 2.0 Writing test indicate that 44% of students scored at levels 3.5 to 6. Our Goal for the 2013-14 school year is to increase the percentage of students scoring proficiency to 50%.

G9. The results of the 2013 FCAT 2.0 Reading test indicate that 34% of all students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 54%

G10. The results of the 2013 FCAT 2.0 Reading test indicate that 23% of students achieved level 3 proficiency; 11% of students achieved level 4-5 proficiency. Our Goal for the 2013-14 school year is to increase level 3 proficiency to 36% and level 4-5 to 16%

G11. The results of the 2013 FCAT 2.0 Reading test indicate that 61% of students made learning gains. Our Goal for the 2013-14 school year is to increase percentage of students making learning gains to 65%

G12. The results of the 2013 FCAT 2.0 Mathematics test indicate that 33% of students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 47%

G13. The results of the 2013 FCAT 2.0 Mathematics test indicate that 23% of students achieved level 3 proficiency; 7% of students achieved 4-5 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency to 35% and level 4-5 to 12%.

G14. The results from the 2013 CELLA test indicated 33% of the students achieved proficiency. Our goal for 2014 is to increase proficiency to 40%

Goals Detail

G1. The results of the 2013 FCAT 2.0 Mathematics test indicate that 65% of students made learning gains. Our goal for the 2013-14 school year is to increase the percentage of students making learning gains to 69%

Targets Supported

Resources Available to Support the Goal

- Employ highly effective Interventionists; Provide evidence-based professional development

Targeted Barriers to Achieving the Goal

- Limited implementation of data-informed instruction

Plan to Monitor Progress Toward the Goal

Assistant Principal walkthroughs, Instructional Coach logs and calendars and Teachers Reflection notes are debriefed with Principal on weekly basis to determine progress toward goal

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:

October 2013

Evidence of Completion:

Results from Interim Assessments, Debriefing protocol

G2. The results of the 2013 EOC Algebra 1 test indicate that 64% of students achieved level 3 proficiency and 4% achieved level 4-5. Our goal for the 2013-14 school year is to increase the percentage of level 3 proficiency to 66% and level 4-5 to 5%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Provide evidence-based professional development

Targeted Barriers to Achieving the Goal

- Limited use of higher order questioning during instruction

Plan to Monitor Progress Toward the Goal

Review and debrief documentation - lesson plans, common planning rosters and agendas, coach's logs and calendar are debriefed with Principal on weekly basis to determine progress toward goal.

Person or Persons Responsible
Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:
October 2013

Evidence of Completion:
Results for Interim Assessments, tri-weekly assessments, debriefing protocol

G3. The results of the 2013 Middle School Acceleration indicate 92% participation and 80% performance. Our goal for the 2013-14 school year is to increase participation to 93% and performance to 82%

Targets Supported

Resources Available to Support the Goal
- Provide evidence-based professional development

Targeted Barriers to Achieving the Goal
- Limited use of data-informed instructional practice

Plan to Monitor Progress Toward the Goal

Review and debrief documentation - lesson plans, common planning rosters and agendas, coach's logs and calendar are debriefed with Principal on weekly basis to determine progress toward goal

Person or Persons Responsible
Principal, Assistant Principal, Instructional coach

Target Dates or Schedule:
October 2013

Evidence of Completion:
Debriefing protocol

G4. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Provide evidence-based professional development

Targeted Barriers to Achieving the Goal
- Limited use of higher order questioning during instruction

Plan to Monitor Progress Toward the Goal

Review and debrief documentation - lesson plans, common planning rosters and agendas, coach's logs and calendar are debriefed with Principal on weekly basis to determine progress toward goal.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:

October 2013

Evidence of Completion:

Results for Interim Assessments, debriefing protocol

G5. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Provide evidence-based professional development

Targeted Barriers to Achieving the Goal

- Limited implementation of effective, explicit instruction practice

Plan to Monitor Progress Toward the Goal

Assistant Principal walkthroughs, Instructional Coach's logs and teacher reflection notes are debriefed to determine progress toward goal

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:

September 2013

Evidence of Completion:

Results from Interim Assessments, tri-weekly assessments

G6. The results of the 2013 FCAT 2.0 in Reading and Mathematics indicate that 33% of students achieved proficiency or higher. Our goal for the 2013-14 school year is have 33% of students to achieve proficiency on the industry exams

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Limited implementation of effective and explicit instructional practice

Plan to Monitor Progress Toward the Goal

Debrief documentation with Principal to determine progress toward goal

Person or Persons Responsible
Principal, Assistant Principal, Instructional Coach, Teacher

Target Dates or Schedule:
October 2013

Evidence of Completion:
debriefing protocol, tri-weekly assessments, Interim assessments

G7. Our goal for 2013-14 school year is to decrease the percentage of students failing one or more course and have two or more behavior referrals.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Employ full time SCSI teacher; Provide professional development of classroom management

Targeted Barriers to Achieving the Goal
- Limited implementation of effective classroom behavior management

Plan to Monitor Progress Toward the Goal

Debrief protocol using documentation -number of referrals, attendance reports, SCSI log in

Person or Persons Responsible
Principal, Assistant Principal, MTSS team

Target Dates or Schedule:
October 2013

Evidence of Completion:
COGNOS report on Behavior

G8. The results of the 2013 FCAT 2.0 Writing test indicate that 44% of students scored at levels 3.5 to 6. Our Goal for the 2013-14 school year is to increase the percentage of students scoring proficiency to 50%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Provide professional development focusing on the writing process to include analytical writing, expository writing and various genres

Targeted Barriers to Achieving the Goal
- Limited implementation of effective, explicit instructional practice

Plan to Monitor Progress Toward the Goal

Assistant Principal continuous walkthroughs, Instructional Coach's logs and calendars and teacher reflection notes are debriefed with Principal on weekly basis to determine progress toward goal

Person or Persons Responsible
Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:
October 2013

Evidence of Completion:
Debriefing protocol, Interim Assessments

G9. The results of the 2013 FCAT 2.0 Reading test indicate that 34% of all students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 54%

Targets Supported
- Reading (AMO's)

Resources Available to Support the Goal
- Employ highly effective Reading Interventionist; Provide evidence-based Professional Development

Targeted Barriers to Achieving the Goal
- Limited implementation of effective and explicit instructional practice.

Plan to Monitor Progress Toward the Goal

Assistant Principal Walk-throughs and Instructional Coaching Logs and reflection notes are debriefed with Principal on weekly basis to determine progress.

Person or Persons Responsible
Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:
September 2013

Evidence of Completion:
Debriefing protocol, tri-weekly assessments, Interim assessments

G10. The results of the 2013 FCAT 2.0 Reading test indicate that 23% of students achieved level 3 proficiency; 11% of students achieved level 4-5 proficiency. Our Goal for the 2013-14 school year is to increase level 3 proficiency to 36% and level 4-5 to 16%

Targets Supported

Resources Available to Support the Goal
- Employ highly effective Interventionists; Provide evidence-based professional development

Targeted Barriers to Achieving the Goal
- Limited implementation of data-informed instruction

Plan to Monitor Progress Toward the Goal

Assistant Principal walkthroughs, Instructional Coach logs and calendar and teacher reflection notes are debriefed with Principal to determine progress toward meeting goal

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

October 2013

Evidence of Completion:

Data results from FAIR and Interim Assessments, tri-weekly assessments

G11. The results of the 2013 FCAT 2.0 Reading test indicate that 61% of students made learning gains. Our Goal for the 2013-14 school year is to increase percentage of students making learning gains to 65%

Targets Supported

Resources Available to Support the Goal
- Employ highly effective Interventionists

Targeted Barriers to Achieving the Goal
- Limited implementation of instructional practices that focuses on purposeful instruction aligned to learning objectives

Plan to Monitor Progress Toward the Goal

Assistant Principal walkthroughs, Instructional Coach's logs and Teacher reflection notes are debriefed with Principal to determine progress toward meeting goal

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:

weekly

Evidence of Completion:

Debriefing protocol, tri-weekly assessments, Interim Assessments

G12. The results of the 2013 FCAT 2.0 Mathematics test indicate that 33% of students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 47%

Targets Supported

Resources Available to Support the Goal
- Employ highly effective Interventionist; Provide evidence-based professional development

Targeted Barriers to Achieving the Goal
- Limited implementation of effective, explicit instruction practice

Plan to Monitor Progress Toward the Goal

Assistant Principal walkthroughs, Instructional Coach's logs and teacher reflection notes are debriefed to determine progress toward goal

Person or Persons Responsible
Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:
September 2013

Evidence of Completion:
Results from Interim Assessments

G13. The results of the 2013 FCAT 2.0 Mathematics test indicate that 23% of students achieved level 3 proficiency; 7% of students achieved 4-5 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency to 35% and level 4-5 to 12%.

Targets Supported

Resources Available to Support the Goal
- Employ highly effective Interventionist

Targeted Barriers to Achieving the Goal
- Limited use of higher order questioning during instruction

Plan to Monitor Progress Toward the Goal

Review and debrief documentation - lesson plans, common planning rosters and agendas, coach's logs and calendar are debriefed with Principal on weekly basis to determine progress toward goal.

Person or Persons Responsible
Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:
October 2013

Evidence of Completion:
Results for Interim Assessments, tri-weekly assessments

G14. The results from the 2013 CELLA test indicated 33% of the students achieved proficiency. Our goal for 2014 is to increase proficiency to 40%

Targets Supported

Resources Available to Support the Goal
- Employ H-Lab paraprofessional

Targeted Barriers to Achieving the Goal
- Limited implementation of effective, explicit instructional practice

Plan to Monitor Progress Toward the Goal

Assistant Principal walkthroughs, Instructional Coach's logs and teacher reflection notes are debriefed with Principal on a weekly basis to determine progress toward goal

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule:

September and October 2013

Evidence of Completion:

Debrief protocol, tri-weekly assessments, Interim Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Mathematics test indicate that 65% of students made learning gains. Our goal for the 2013-14 school year is to increase the percentage of students making learning gains to 69%

G1.B1 Limited implementation of data-informed instruction

G1.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring and outcome measures to examine trends, set goals and targets and differentiate instruction to meet the varied needs of students

Action Step 1

Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

professional development rosters and deliverables - job aid handouts and materials

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal

Action Step 2

Conduct continual walkthroughs to follow up on implementation of data-informed instruction from professional development and to identify teachers needing additional support

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Classroom visitation logs, lesson plans, data analysis documentation

Action Step 3

Complete coaching cycles for teachers in need of additional support with effective data-informed instruction

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Coach's logs and calendar, observational notes, teacher's reflection notes

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

Review and debrief of documentation - classroom visitation logs, coach's logs and calendar, lesson plans, data analysis documentation, common planning rosters and agendas, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G1.B1.S1

Assistant Principal walkthroughs, Instructional Coach logs and calendars and Teachers Reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Debriefing protocol

G2. The results of the 2013 EOC Algebra 1 test indicate that 64% of students achieved level 3 proficiency and 4% achieved level 4-5. Our goal for the 2013-14 school year is to increase the percentage of level 3 proficiency to 66% and level 4-5 to 5%.

G2.B1 Limited use of higher order questioning during instruction

G2.B1.S1 Use essential and higher order questions to initiate and guide student discourse during instruction

Action Step 1

Design and deliver professional development focusing on creating and using essential and higher order questions and student accountable talk aligned to learning objectives

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

common planning rosters and agendas, higher order essential questions exit slips

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal, Principal

Action Step 2

Conduct continual walkthroughs to observe use of essential and higher order questions and student accountable talk during instruction to identify teachers needing additional support in implementation

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

classroom visitation logs, lesson plans

Action Step 3

Complete coaching cycle for teachers identified as needing additional support in implementation of essential and higher order questions and student accountable talk during instruction

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Coach's logs and calendar, lesson plan, classroom visitation logs

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

Review and debrief of documentation - common planning rosters and agendas, observational notes and teacher reflections, coach's logs and calendar, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G2.B1.S1

Assistant Principal continuous walkthroughs, Instructional coach's logs and teachers reflection notes are debriefed with Principal on a weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

G3. The results of the 2013 Middle School Acceleration indicate 92% participation and 80% performance. Our goal for the 2013-14 school year is to increase participation to 93% and performance to 82%

G3.B1 Limited use of data-informed instructional practice

G3.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets and to differentiate instruction to meet the varied needs of students

Action Step 1

Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Professional Development rosters and deliverables - job aid handouts and materials

Facilitator:

Instructional Coach

Participants:

teachers

Action Step 2

Conduct continual walkthroughs to follow up on implementation of data-informed instruction from the professional development and to identify teachers needing additional support

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Classroom visitation logs, lesson plans,

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Review and debrief of documentation - classroom visitation logs, coach's logs calendar, lesson plans, data analysis documentation, common planning rosters and agendas, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G3.B1.S1

Assistant principal walkthroughs, Instructional Coach logs and calendars and Teacher Reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Debriefing protocol

G4. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

G4.B1 Limited use of higher order questioning during instruction

G4.B1.S1 Use essential and higher order questions to initiate and guide student discourse during instruction

Action Step 1

Design and deliver professional development focusing on creating and using essential and higher order questions and student accountable talk aligned to learning objectives

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

common planning rosters and agendas, higher order essential questions exit slips

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal, Principal

Action Step 2

Conduct continual walkthroughs to observe use of essential and higher order questions and student accountable talk during instruction to identify teachers needing additional support in implementation

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

classroom visitation logs, lesson plans

Action Step 3

Complete coaching cycle for teachers identified as needing additional support in implementation of essential and higher order questions and student accountable talk during instruction

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Coach's logs and calendar, lesson plan, classroom visitation logs

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

Review and debrief of documentation - common planning rosters and agendas, observational notes and teacher reflections, coach's logs and calendar, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G4.B1.S1

Assistant Principal continuous walkthroughs, Instructional coach's logs and teachers reflection notes are debriefed with Principal on a weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

G5. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

G5.B1 Limited implementation of effective, explicit instruction practice

G5.B1.S1 Implement and monitor effective use of instructional routines that follow the gradual release of responsibility model

Action Step 1

Design and deliver professional development on instructional routines that follow the gradual release of responsibility model

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Professional development rosters and deliverables - job aid handouts and materials

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal

Action Step 2

Conduct a collaborative planning session focusing on direct instruction, guided practice and independent application strategies

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Common planning rosters and agendas, lesson plans, lesson plan template

Action Step 3

Complete coaching cycles for teacher identified needing additional support in implementing the gradual release of responsibility model

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Coach's logs and calendar, teacher observational notes and reflection

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

Review and debrief of documentation - common planning rosters and agendas, lesson plans, classroom visitation logs, coach's logs and calendar, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G5.B1.S1

Assistant Principal continual walkthroughs, Instructional Coach's logs, teachers reflection notes are debriefed with Principal on weekly basis to determine effectiveness of imlementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

G5.B1.S2 Implement and monitor the effective use of Interactive Notebooks in the Science classrooms.

Action Step 1

Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of the Interactive notebook for teachers who received coaching cycles, following the completion of the coaching cycles.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

Action Step 2

Instructional Coach will conduct coaching cycle for teachers in need of additional support.

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Coaching Calendar and Coaching logs

Action Step 3

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Interactive Notebook and will debrief to identify teachers in need of additional support.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Walkthrough documentation, Detailed lesson plans, Teacher's fidelity to instructional pacing

Action Step 4

Instructional Coach will conduct a professional development on student use of the Interactive Note Book.

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal, All teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)

Facilitator:

Instructional Coach

Participants:

Science teacher

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The results of the 2013 FCAT 2.0 in Reading and Mathematics indicate that 33% of students achieved proficiency or higher. Our goal for the 2013-14 school year is have 33% of students to achieve proficiency on the industry exams

G6.B1 Limited implementation of effective and explicit instructional practice

G6.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

Action Step 1

Engage in educational discussion on explicit instruction/gradual release of responsibility model

Person or Persons Responsible

Instructional Coach, Teacher, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

job aid handouts, lesson plan template

Action Step 2

Conduct walkthroughs to follow up on educational discussion to identify need for additional support

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

classroom visitation logs, documentation of teacher support

Action Step 3

Complete coaching cycle to support in implementation of gradual release of responsibility model

Person or Persons Responsible

Instructional Coach, Teacher, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Coach's log and calendar, classroom visitation logs, lesson plans

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

Review of documentation - lesson plans, classroom visitation logs, coach's logs and calendar, observational notes and reflection notes, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G6.B1.S1

Assistant Principal continual walkthroughs, Instructional Coach logs, teacher reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Debriefing protocol

G7. Our goal for 2013-14 school year is to decrease the percentage of students failing one or more course and have two or more behavior referrals.

G7.B1 Limited implementation of effective classroom behavior management

G7.B1.S1 Utilize and monitor effective use of classroom management strategies

Action Step 1

Provide professional development on specific classroom management strategies

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

August and September 2013

Evidence of Completion

Professional development rosters, job aid handouts and materials

Facilitator:

Instructional Coach

Participants:

Teachers, Paraprofessionals, Counselors

Action Step 2

Implement processes of MTSS and RtI

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

documentation of process

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

Debriefing the process using documentation - classroom visitation logs, referrals. Documentation from MTSS meetings

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G7.B1.S1

Debrief the process using documentation to determine effectiveness of classroom management strategies

Person or Persons Responsible

Principal, Assistant Principal, MTSS team

Target Dates or Schedule

September and October 2013

Evidence of Completion

Debrief protocol, Referrals report

G8. The results of the 2013 FCAT 2.0 Writing test indicate that 44% of students scored at levels 3.5 to 6. Our Goal for the 2013-14 school year is to increase the percentage of students scoring proficiency to 50%.

G8.B1 Limited implementation of effective, explicit instructional practice

G8.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

Action Step 1

Conduct and educational discussion on explicit instruction/gradual release of responsibility model ensuring all participants actively contribute

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Common planning rosters, lesson plan template and job aid handouts

Action Step 2

Conduct continuous walkthroughs to follow up on educational discussions to identify teachers in need of additional support and to debrief the process

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Classroom visitation logs, documentation of teacher's support

Action Step 3

Design and implement Lesson Study focusing on Gradual Release of Responsibility Model

Person or Persons Responsible

Instructional Coach, Assistant Principal, Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson plan deliverables - planning documents, observational notes, debriefing protocol, self reflection

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

Review and debrief of documentation - common planning rosters and agendas, classroom visitation logs, coach's logs and calendar, reflection notes

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

coach's logs, classroom visitation logs, lesson plans

Plan to Monitor Effectiveness of G8.B1.S1

Assistant Principal continual walkthroughs, Instructional Coach's logs and teachers' reflection notes are debriefed with Principal on a weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Documents for Lesson Study to include lesson plans, common planning rosters, observational notes, debriefing protocol and reflections

G9. The results of the 2013 FCAT 2.0 Reading test indicate that 34% of all students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 54%

G9.B1 Limited implementation of effective and explicit instructional practice.

G9.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

Action Step 1

Conduct an educational discussion on explicit instruction/gradual release of responsibility model ensuring all participants actively contribute

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

common planning rosters, lesson plan template and job aid handouts

Action Step 2

Conduct walkthroughs to follow up on educational discussions to identify teachers in need of additional support and to debrief the process

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

classroom visitation logs, documentation of teacher's support

Action Step 3

Design and implement Lesson Study focusing on Gradual Release of Responsibility Model

Person or Persons Responsible

Instructional Coach, Assistant Principal, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plan deliverables - planning documents, observational notes, debriefing protocol, self reflection

Action Step 4

Provide Professional Development on implementation of Lesson Study

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Professional development rosters, job aid handouts and materials, lesson plan template

Facilitator:

Participants:

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

Review of documentation - common planning rosters, lesson plans, classroom visitation logs, coach's log and calendar; Debrief action steps of Implementation Plan

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing Protocol

Plan to Monitor Effectiveness of G9.B1.S1

Assistant Principal Walk-throughs, Instructional Coaching Logs and Teacher Reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October 11, 2013

Evidence of Completion

Documents for Lesson Study to include lesson plans, common planning rosters, observational notes, debriefing protocol and self reflection.

G10. The results of the 2013 FCAT 2.0 Reading test indicate that 23% of students achieved level 3 proficiency; 11% of students achieved level 4-5 proficiency. Our Goal for the 2013-14 school year is to increase level 3 proficiency to 36% and level 4-5 to 16%

G10.B1 Limited implementation of data-informed instruction

G10.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets and meet the various academic needs of students.

Action Step 1

Design and deliver Professional Development on utilization of current performance data to include FAIR and Interim Assessments

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Common planning rosters, Professional Development session deliverables (job aid handouts and materials)

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal, Principal

Action Step 2

Conduct Walkthroughs to follow up on professional development to ensure analysis of data and grouping for instruction

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Data analysis documentation, grouping templates, lesson plans indicating the targeted groups, classroom visitation logs, documentation of teachers in need of support, Instructional Coach logs and calendar

Action Step 3

Design and implement Lesson Study focusing on data-informed instruction with alignment of instruction based on students academic needs

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson Study deliverables: planning documents, observational notes, debriefing protocol, self reflection; classroom visitation logs

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

Review and debrief documentation: common planning rosters, lesson plans, classroom visitation logs, coach's logs and calendar, Lesson Study observational notes and reflections

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Debrief protocol

Plan to Monitor Effectiveness of G10.B1.S1

Assistant Principal walkthroughs, Instructional Coach logs and Teacher reflection notes are debriefed with Principal on a weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson Study documents, Common Planning documents and Debrief protocol

G11. The results of the 2013 FCAT 2.0 Reading test indicate that 61% of students made learning gains. Our Goal for the 2013-14 school year is to increase percentage of students making learning gains to 65%

G11.B1 Limited implementation of instructional practices that focuses on purposeful instruction aligned to learning objectives

G11.B1.S1 Utilize and monitor instructional practices focusing on purposeful instruction to include differentiated instruction, daily doable objectives, rigorous activities and higher order essential questioning

Action Step 1

Determine goals for common planning to include protocols and systems that ensures high quality instruction

Person or Persons Responsible

Instructional Coach, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Documentation of Collaborative goal setting, Common planning rosters and agendas

Action Step 2

Model effective use of Standards Task Cards, Webb's DOK and Protocol for unwrapping benchmarks

Person or Persons Responsible

Instructional Coach, Teachers

Target Dates or Schedule

September and October 2013

Evidence of Completion

Common planning rosters and agendas, coach logs, observational notes

Action Step 3

Conduct coaching cycles for teachers identified as needing support in implementation of rigorous activities throughout assignments

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson plans, Coaching Logs, Teacher reflections and observational notes

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

Review and debrief of documentation - common planning rosters, lesson plans, coach's logs and calendars, common planning agendas, classroom visitation logs

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

October and November 2013

Evidence of Completion

Coach's Logs and Calendar, Teacher reflection notes, lesson plans, Professional Development agenda

Plan to Monitor Effectiveness of G11.B1.S1

Assistant Principal walkthroughs, Instructional Coach logs, Teacher reflection notes, common planning agendas are debriefed with Principal on weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

October and November 2013

Evidence of Completion

Debriefing protocol

G12. The results of the 2013 FCAT 2.0 Mathematics test indicate that 33% of students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 47%

G12.B1 Limited implementation of effective, explicit instruction practice

G12.B1.S1 Implement and monitor effective use of instructional routines that follow the gradual release of responsibility model

Action Step 1

Design and deliver professional development on instructional routines that follow the gradual release of responsibility model

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

August and September 2013

Evidence of Completion

Professional development rosters and deliverables - job aid handouts and materials

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal

Action Step 2

Conduct a collaborative planning session focusing on direct instruction, guided practice and independent application strategies

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Common planning rosters and agendas, lesson plans, lesson plan template

Action Step 3

Complete coaching cycles for teacher identified needing additional support in implementing the gradual release of responsibility model

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Coach's logs and calendar, teacher observational notes and reflection

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

Review and debrief of documentation - common planning rosters and agendas, lesson plans, classroom visitation logs, coach's logs and calendar, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G12.B1.S1

Assistant Principal continual walkthroughs, Instructional Coach's logs, teachers reflection notes are debriefed with Principal on weekly basis to determine effectiveness of imlementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

G13. The results of the 2013 FCAT 2.0 Mathematics test indicate that 23% of students achieved level 3 proficiency; 7% of students achieved 4-5 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency to 35% and level 4-5 to 12%.

G13.B1 Limited use of higher order questioning during instruction

G13.B1.S1 Use essential and higher order questions to initiate and guide student discourse during instruction

Action Step 1

Engage in educational discussion focusing on creating and using essential and higher order questions and student accountable talk aligned to learning objectives

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

common planning rosters and agendas, higher order essential questions exit slips

Action Step 2

Conduct continual walkthroughs to observe use of essential and higher order questions and student accountable talk during instruction to identify teachers needing additional support in implementation

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

classroom visitation logs, lesson plans

Action Step 3

Complete coaching cycle for teachers identified as needing additional support in implementation of essential and higher order questions and student accountable talk during instruction

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Coach's logs and calendar, lesson plan, classroom visitation logs

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

Review and debrief of documentation - common planning rosters and agendas, observational notes and teacher reflections, coach's logs and calendar, debriefing protocol

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of G13.B1.S1

Assistant Principal continuous walkthroughs, Instructional coach's logs and teachers reflection notes are debriefed with Principal on a weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Debriefing protocol

G14. The results from the 2013 CELLA test indicated 33% of the students achieved proficiency. Our goal for 2014 is to increase proficiency to 40%

G14.B1 Limited implementation of effective, explicit instructional practice

G14.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

Action Step 1

Conduct an educational discussion on explicit instruction/gradual release of responsibility model ensuring all participants actively contribute

Person or Persons Responsible

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Common planning rosters, lesson plan template and job aid handouts

Action Step 2

Conduct walkthroughs to follow up on educational discussions to identify teachers in need of additional support and to debrief the process

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Classroom visitation logs, documentation of teacher's support

Action Step 3

Design and implement lesson study focusing on Gradual Release of Responsibility Model

Person or Persons Responsible

Instructional Coach, Assistant Principal, Teachers

Target Dates or Schedule

September and October 2013

Evidence of Completion

Lesson plan deliverables - planning documents, observational notes, debriefing protocol, teacher reflection notes

Facilitator:

Instructional Coach

Participants:

Instructional Coach, Assistant Principal, Teachers

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Review and debrief of documentation - common planning rosters, lesson plans, classroom visitation logs, coach's logs and calendar, observational notes and teacher reflection notes

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Coach's logs and calendar, classroom visitation logs, lesson plans, common planning rosters

Plan to Monitor Effectiveness of G14.B1.S1

Assistant Principal walkthroughs, Instructional Coach's logs and Teacher Reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coach

Target Dates or Schedule

September and October 2013

Evidence of Completion

Documents for Lesson Study to include lesson plans, common planning rosters, observational notes, debriefing protocol and teacher reflection

Coordination and Integration

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

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

Title I, Part A

Redland Middle School has eighty-nine percent of students on free or reduced lunch. The South Florida After School All Stars/Middle School Enrichment program is designed and funded for 50 students. The program provides tutoring in each academic subject and participation in enrichment activities such as dance, soccer, music, basketball science, life skills, fitness club, service learning and art. The Program Leaders develop, lead, and evaluate research-based curriculum/behavior assessment and develop intervention strategies. They identify systematic patterns of student need while working with district personnel to identify developmentally appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development for assessment and progress monitoring.

Title I, Part C- Migrant

Redland Middle School provides services and support to migrant students and families. The District Migrant liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs are met. Students are also provided extended learning opportunities (before-after school and summer) by the Title 1, Part C, Migrant Program

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II

The District uses supplemental funds for improving basics education as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program

• Training for add-on endorsement programs, such as Reading, Gifted and ESOL

Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

• The H-Lap or Home Language Assistance Program is a translating service for the 51 English Language Learners that are new to this country. A translator assists the students who need help with translating their assignments.

Tutorial programs, reading and supplementary instructional materials will be provided should funds become available

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community

• All schools are eligible to receive services and will do so upon identification and classification of a students as homeless

Supplemental Academic Instruction (SAI)

• Redland Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Program (FERP) allocation

• Supplemental Education Services provides tutoring services for the students who score in the lowest 25% in Reading and Mathematics on the FCAT

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Mathematics test indicate that 65% of students made learning gains. Our goal for the 2013-14 school year is to increase the percentage of students making learning gains to 69%

G1.B1 Limited implementation of data-informed instruction

G1.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring and outcome measures to examine trends, set goals and targets and differentiate instruction to meet the varied needs of students

PD Opportunity 1

Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

professional development rosters and deliverables - job aid handouts and materials

G2. The results of the 2013 EOC Algebra 1 test indicate that 64% of students achieved level 3 proficiency and 4% achieved level 4-5. Our goal for the 2013-14 school year is to increase the percentage of level 3 proficiency to 66% and level 4-5 to 5%.

G2.B1 Limited use of higher order questioning during instruction

G2.B1.S1 Use essential and higher order questions to initiate and guide student discourse during instruction

PD Opportunity 1

Design and deliver professional development focusing on creating and using essential and higher order questions and student accountable talk aligned to learning objectives

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

common planning rosters and agendas, higher order essential questions exit slips

G3. The results of the 2013 Middle School Acceleration indicate 92% participation and 80% performance. Our goal for the 2013-14 school year is to increase participation to 93% and performance to 82%

G3.B1 Limited use of data-informed instructional practice

G3.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets and to differentiate instruction to meet the varied needs of students

PD Opportunity 1

Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups

Facilitator

Instructional Coach

Participants

teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Professional Development rosters and deliverables - job aid handouts and materials

G4. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

G4.B1 Limited use of higher order questioning during instruction

G4.B1.S1 Use essential and higher order questions to initiate and guide student discourse during instruction

PD Opportunity 1

Design and deliver professional development focusing on creating and using essential and higher order questions and student accountable talk aligned to learning objectives

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

common planning rosters and agendas, higher order essential questions exit slips

G5. The results of the 2013 FCAT 2.0 Science test indicate that 22% of students achieved level 3 proficiency and 14% achieved level 4-5. Our goal for the 2013-14 school year is 26% level 3 and 16% level 4-5 proficiency.

G5.B1 Limited implementation of effective, explicit instruction practice

G5.B1.S1 Implement and monitor effective use of instructional routines that follow the gradual release of responsibility model

PD Opportunity 1

Design and deliver professional development on instructional routines that follow the gradual release of responsibility model

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Professional development rosters and deliverables - job aid handouts and materials

G5.B1.S2 Implement and monitor the effective use of Interactive Notebooks in the Science classrooms.

PD Opportunity 1

Instructional Coach will conduct a professional development on student use of the Interactive Note Book.

Facilitator

Instructional Coach

Participants

Science teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)

G7. Our goal for 2013-14 school year is to decrease the percentage of students failing one or more course and have two or more behavior referrals.

G7.B1 Limited implementation of effective classroom behavior management

G7.B1.S1 Utilize and monitor effective use of classroom management strategies

PD Opportunity 1

Provide professional development on specific classroom management strategies

Facilitator

Instructional Coach

Participants

Teachers, Paraprofessionals, Counselors

Target Dates or Schedule

August and September 2013

Evidence of Completion

Professional development rosters, job aid handouts and materials

G9. The results of the 2013 FCAT 2.0 Reading test indicate that 34% of all students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 54%

G9.B1 Limited implementation of effective and explicit instructional practice.

G9.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

PD Opportunity 1

Provide Professional Development on implementation of Lesson Study

Facilitator

Participants

Target Dates or Schedule

September 2013

Evidence of Completion

Professional development rosters, job aid handouts and materials, lesson plan template

G10. The results of the 2013 FCAT 2.0 Reading test indicate that 23% of students achieved level 3 proficiency; 11% of students achieved level 4-5 proficiency. Our Goal for the 2013-14 school year is to increase level 3 proficiency to 36% and level 4-5 to 16%

G10.B1 Limited implementation of data-informed instruction

G10.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets and meet the various academic needs of students.

PD Opportunity 1

Design and deliver Professional Development on utilization of current performance data to include FAIR and Interim Assessments

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Common planning rosters, Professional Development session deliverables (job aid handouts and materials)

G12. The results of the 2013 FCAT 2.0 Mathematics test indicate that 33% of students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 47%

G12.B1 Limited implementation of effective, explicit instruction practice

G12.B1.S1 Implement and monitor effective use of instructional routines that follow the gradual release of responsibility model

PD Opportunity 1

Design and deliver professional development on instructional routines that follow the gradual release of responsibility model

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal

Target Dates or Schedule

August and September 2013

Evidence of Completion

Professional development rosters and deliverables - job aid handouts and materials

G14. The results from the 2013 CELLA test indicated 33% of the students achieved proficiency. Our goal for 2014 is to increase proficiency to 40%

G14.B1 Limited implementation of effective, explicit instructional practice

G14.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

PD Opportunity 1

Design and implement lesson study focusing on Gradual Release of Responsibility Model

Facilitator

Instructional Coach

Participants

Instructional Coach, Assistant Principal, Teachers

Target Dates or Schedule

September and October 2013

Evidence of Completion

Lesson plan deliverables - planning documents, observational notes, debriefing protocol, teacher reflection notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G9.	The results of the 2013 FCAT 2.0 Reading test indicate that 34% of all students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 54%	$1,000
G10.	The results of the 2013 FCAT 2.0 Reading test indicate that 23% of students achieved level 3 proficiency; 11% of students achieved level 4-5 proficiency. Our Goal for the 2013-14 school year is to increase level 3 proficiency to 36% and level 4-5 to 16%	$1,000
	Total	$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1 Funds	$2,000	$2,000
Total	$2,000	$2,000

Budget Details

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

G9. The results of the 2013 FCAT 2.0 Reading test indicate that 34% of all students achieved level 3 proficiency or higher. Our goal for the 2013-14 school year is to increase proficiency to 54%

G9.B1 Limited implementation of effective and explicit instructional practice.

G9.B1.S1 Implement and monitor effective use of explicit instruction/gradual release of responsibility model

Action Step 4

Provide Professional Development on implementation of Lesson Study

Resource Type

Evidence-Based Program

Resource

Reading Plus, Flocabulary, Achieve 300

Funding Source

Title 1 Funds

Amount Needed

$1,000

G10. The results of the 2013 FCAT 2.0 Reading test indicate that 23% of students achieved level 3 proficiency; 11% of students achieved level 4-5 proficiency. Our Goal for the 2013-14 school year is to increase level 3 proficiency to 36% and level 4-5 to 16%

G10.B1 Limited implementation of data-informed instruction

G10.B1.S1 Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets and meet the various academic needs of students.

Action Step 1

Design and deliver Professional Development on utilization of current performance data to include FAIR and Interim Assessments

Resource Type

Evidence-Based Program

Resource

Write Score

Funding Source

Title 1 Funds

Amount Needed

$1,000