



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Southwood Middle School**  
16301 SW 80TH AVE  
Palmetto Bay, FL 33157  
305-251-5361  
<http://southwood.dadeschools.net/>

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## School Demographics

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|                                     |                             |   |
|-------------------------------------|-----------------------------|---|
| <b>School Type</b><br>Middle School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>51% |
| <b>Alternative/ESE Center</b><br>No | <b>Charter School</b><br>No | <b>Minority Rate</b><br>72%               |

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## School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>A | <b>2012-13</b><br>A | <b>2011-12</b><br>A | <b>2010-11</b><br>A |
|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Southwood Middle School

##### Principal

Magda R. Pereira

##### School Advisory Council chair

Michael Deutsch

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

| Name                 | Title                                   |
|----------------------|---|
| Magda Pereira        | Principal                               |
| Joan Lobo            | Assistant Principal                     |
| Kristen Hernandez    | Reading Specialist/Activities/Athletics |
| Gabriela Concepcion  | Magnet Lead Teacher                     |
| Calondria Williams   | Assistant Principal                     |
| Michael Deutsch      | SAC Chairperson                         |
| Thelma Connor-Miller | UTD Steward                             |
| Panga Thompson       | SCSI Instructor                         |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal – 1, Assistant Principal – 1, UTD Steward – 1, Teachers - 5, Parents - 7, Educational Support - 1, Community Members - 1, Students - 1.

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

The SAC committee meets monthly to discuss the instructional focus of the school in an effort to assist with increasing student achievement.

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

To contribute in increasing student achievement.

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

Student agenda books \$1500.00 and activity buses \$3600.00 which impacts all students and assists with computer lab access for all students. Additionally, the SAC committee contributes to instructional materials and resources in the amount of \$1680.00.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Magda R. Pereira**

Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

BA-Psychology, FIU, Miami, FL; MS – Specific Learning Disability, Nova Southeastern University, Miami, FL; Certification in Specific Learning Disabilities, Educational Leadership

**Performance Record**

2013 – Southwood Middle School

School Grade - A

Rdg. Proficiency, 69%

Math Proficiency, 69%

Rdg. Lrg. Gains, 70 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% -

66 points

Math Imp. of Lowest 25% -

57 points

Rdg. AMO –75

Math AMO–76

2012 – Irving and Beatrice Peskoe K8 Center

School Grade - A

Rdg. Proficiency, 46%

Math Proficiency, 46%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 87 points

Rdg. Imp. of Lowest 25% -

66 points

Math Imp. of Lowest 25% -

90 points

Rdg. AMO – 41

Math AMO –25

2011 – Coral Reef Senior High School

School Grade - A

Rdg. Proficiency, 78%

Math Proficiency, 92%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 82points

Rdg. Imp. of Lowest 25% -

63 points

Math Imp. of Lowest 25% -

81 points

Rdg. AMO – 82

Math AMO – 55

2010 – Coral Reef Senior High School

School Grade - A

Rdg. Proficiency, 77%

Math Proficiency, 91%

Rdg. Lrg. Gains, 70 points

Math Lrg. Gains, 81points

Rdg. Imp. of Lowest 25% -

54 points



Math Imp. of Lowest 25% -  
76 points  
2009– Coral Reef Senior High School  
School Grade - A  
Rdg. Proficiency, 75%  
Math Proficiency, 92%  
Rdg. Lrg. Gains, 64 points  
Math Lrg. Gains, 81points  
Rdg. Imp. of Lowest 25% -  
52 points  
Math Imp. of Lowest 25% -  
80 points

**Joan Lobo**

Asst Principal

Years as Administrator: 8

Years at Current School: 7

**Credentials**

BS  
 Psychology/Education,  
 Masters in Guidance and  
 Counseling, Specialist in  
 Educational Leadership

**Performance Record**

2013 – Southwood Middle School  
 School Grade - A  
 Rdg. Proficiency, 69%  
 Math Proficiency, 69%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% -  
 66 points  
 Math Imp. of Lowest 25% -  
 57 points  
 Rdg. AMO –75  
 Math AMO–76

2012 – Southwood Middle School  
 School Grade - A  
 Rdg. Proficiency, 67%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 81 points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 70 points  
 Rdg. AMO – 73  
 Math AMO – 73

2011 – Southwood Middle School  
 School Grade - A  
 Rdg. Proficiency, 81%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 77 points  
 Rdg. Imp. of Lowest 25% -  
 67 points  
 Math Imp. of Lowest 25% -  
 68 points  
 Rdg. AMO – 70  
 Math AMO – 71

2010 – Southwood Middle School  
 School Grade - A  
 Rdg. Proficiency, 79%  
 Math Proficiency, 78%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% -  
63 points  
Math Imp. of Lowest 25% -  
73 points  
2009 – Southwood Middle School  
School Grade - A  
Rdg. Proficiency, 80%  
Math Proficiency, 76%  
Rdg. Lrg. Gains, 67 points  
Math Lrg. Gains, 72 points  
Rdg. Imp. of Lowest 25% -  
67 points  
Math Imp. of Lowest 25% -  
62 points

**Calondria Williams**

Asst Principal

Years as Administrator: 5

Years at Current School: 2

**Credentials**

Masters of Science in  
Educational Leadership and Supervision  
Bachelor of Science in Health Science Education

**Performance Record**

2013 – Southwood Middle School  
School Grade - A  
Rdg. Proficiency, 69%  
Math Proficiency, 69%  
Rdg. Lrg. Gains, 70 points  
Math Lrg. Gains, 71 points  
Rdg. Imp. of Lowest 25% -  
66 points  
Math Imp. of Lowest 25% -  
57 points  
Rdg. AMO –75  
Math AMO–76  
2012 – Southwood Middle School  
School Grade - A  
Rdg. Proficiency, 67%  
Math Proficiency, 71%  
Rdg. Lrg. Gains, 68 points  
Math Lrg. Gains, 81 points  
Rdg. Imp. of Lowest 25% -  
64 points  
Math Imp. of Lowest 25% -  
70 points  
Rdg. AMO – 73  
Math AMO – 73  
2011 – R.R. Morton Elementry  
School Grade – D  
Rdg. Proficiency, 55%  
Math Proficiency, 51%  
Rdg. Lrg. Gains, 57 points  
Math Lrg. Gains, 48 points  
Rdg. Imp. of Lowest 25% -  
47 points  
Math Imp. of Lowest 25% -  
50 points  
Rdg. AMO – 37  
Math AMO – 32  
2010 – Hammocks Middle School  
School Grade - A  
Rdg. Proficiency, 71%  
Math Proficiency, 69%  
Rdg. Lrg. Gains, 65points  
Math Lrg. Gains, 65 points  
Rdg. Imp. of Lowest 25% -  
67 points

Math Imp. of Lowest 25% -  
 63 points  
 2009 – Hammocks Middle School  
 School Grade - A  
 Rdg. Proficiency, 68%  
 Math Proficiency, 69%  
 Rdg. Lrg. Gains, 59 points  
 Math Lrg. Gains, 76 points  
 Rdg. Imp. of Lowest 25% -  
 72 points  
 Math Imp. of Lowest 25% -  
 69 points

**Classroom Teachers**

**# of classroom teachers**

73

**# receiving effective rating or higher**

99, 136%

**# Highly Qualified Teachers**

74%

**# certified in-field**

73, 100%

**# ESOL endorsed**

12, 16%

**# reading endorsed**

7, 10%

**# with advanced degrees**

31, 42%

**# National Board Certified**

6, 8%

**# first-year teachers**

1, 1%

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

6, 8%

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

32, 44%

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

33, 45%

**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**

Southwood Middle School has an active Beginning Teachers Program in place to provide new teachers and new staff members to the building with the assistance and support necessary for their success. This includes monthly meetings with the Curriculum Leadership Team and content area meetings. All support personnel and department chairs are available for assistance at any time. Professional Development – a survey will assist the PDL in designing the professional development workshops needed for all teachers. Soliciting referrals from current employees and parents.

### **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**

Teacher Buddy System – all teachers will be given the opportunity to observe expert teachers in action.

### **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 meets with the Principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

The MTSS Leadership team will gather and review data during their biweekly meetings to determine professional development for faculty; communicate with staff for input, feedback as well as evaluate daily instruction and data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at risk for not meeting grade level expectations. The team will collaborate regularly and assist in determining the validity and effectiveness of program delivery.

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

Principal:

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

Assistant Principals:

The Assistant Principals assist in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents

regarding school-based MTSS plans and activities.

Curriculum Leadership Team:

Principal, Assistant Principals, Magnet Lead teacher, Reading Specialist, Department Chairpersons, SPED Chair, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/intervention with Tier 2/3 activities.

Professional Development Liaison:

Department Chairs provide professional development and technical assistance to teachers regarding data-based instructional planning.

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

The MTSS team works together to implement strategies on a school-wide basis to address the low achieving students. These strategies have been written into the SIP to address the different levels of need. Using the MTSS tier approach, the students receive differentiated strategies and interventions based on student needs.

### **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**

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- CELLA
- Student grades
- School site specific assessments

Behavior

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

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

Professional Development activities will be utilized to train all staff on the MTSS Plan. Ongoing meetings will be set up to review student cases and assess school/student/staff needs.

## Literacy Leadership Team (LLT)

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

| Name                     | Title                      |
|--------------------------|----------------------------|
| Magda R. Pereira         | Principal                  |
| Joan Lobo                | Assistant Principal        |
| Beverly Perez-Villareal  | Math Chairperson           |
| Raquelle Santiago-Argote | Language Arts Chair        |
| Kristen Hernandez        | Reading Specialist         |
| Rita Ramirez             | Science Chairperson        |
| Jena Snow                | Social Studies Chairperson |
| Omayra Guedes            | SPED Chairperson           |
| Gabriela Concepcion      | Magnet Lead Teacher        |
| Nicholas Cameron         | Language Arts Teacher      |
| Claudette Levermore      | Reading Teacher            |
| Monica Palma Lima        | Reading Teacher            |
| Nelmay Silva             | Reading Teacher            |
| Michael Deutsch          | SAC Chairperson            |
| Thelma Connor Miller     | UTD Steward                |

### How the school-based LLT functions

The representatives receive input from the instructional staff in each department. The planning meetings are open to everyone on the faculty and announced via the e-mail system. The LLT members work with other teams because they are directly involved with improving student achievement and they are leaders and members of the Learning Communities. These Learning Communities are data driven and meet to support the SIP by disseminating data from assessments which can impact student achievement. This is achieved by discussing standards, by developing units, and by writing lessons to meet the needs demonstrated by the results of the interim progress assessments.

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. Additionally, the Principal will allocate and commit resources to build staff support, internal capacity and sustainability over time. The department chairs will work with the Leadership Team to guarantee fidelity of the implementation of the K-12 CRRP.

The Principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) analyzing the biweekly entries in the PMRN and monitoring the time spent on specific activities to ensure alignment to the K-12 CRRP.

The Principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during data team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provides principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. The indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Principal will conference with all teachers individually to review the indicators observed during classroom visitations of the lesson plans and delivery of instruction. At these meetings, the principal and teacher will analyze the students' data to determine strength and weaknesses. The teacher will be



encouraged to incorporate any area in need to the Individual Professional Development Plan (IPDP). The Principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, Principals serve as literacy leaders.

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

The Principal, the department chairs and the LLT will consider student assessment data, classroom observational data, and the professional development, and School Improvement Plan, when planning professional development for the school. The Principal and department chairs will meet regularly to collaborate about the needs of teachers and students. During these meetings the department chairs will advise the Principal regarding professional development planned based on follow up visits from classroom observations. The Principal will also update the chairpersons about district and state reading requirements that could impact reading instruction at the school. A school-wide cross-curricular initiative by the Social Studies and Language Arts departments in an effort to align the content pacing guides through inter-content area lessons. Additionally, the Principal and the department chairs will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The Principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, authentic writing samples, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading specialist;
- directing the language arts chairperson to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the department chairs use the data to differentiate teachers support as evidenced by classroom visitations/observations/requests.
- monitoring the teacher's use of data driven instruction during classroom visitations.

The Principal will provide time for the media clerk to attend grade-level planning meetings so that collaborative planning between the media clerk and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media clerk will positively impact the media center for the purpose of instruction and checking out library materials. The Principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the Principal and the media clerk will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

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

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

Reading, at Southwood Middle, is infused across the curriculum. The entire school moved toward utilizing the Edusoft assessment tool for all examinations in order to facilitate the identification of common areas of weakness of student groups this past year. Teachers will be guided on the utilization of Edusoft data reports in order to drive instruction, during in-house in services. The school's Reading Leaders will provide continued support during the in-services on how to incorporate print-rich lessons across the curriculum. Reading across the curriculum will be an item in all long term lesson plans and professional development activities will be provided to all teachers to ensure staff is familiar with various reading strategies.

## 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**

Southwood Middle School offers magnet and elective courses to foster an awareness of post-secondary career opportunities in a global multi-cultural society.

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

Southwood Middle School promotes career awareness by offering selected courses, career day, guest speakers, student service advisement, and yearly articulation opportunities through our student service department.

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

Southwood Middle School offers a variety of high school courses to prepare students for post-secondary education.

## 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               | 75%           | 69%           | No          | 78%           |
| American Indian            |               |               |             |               |
| Asian                      | 90%           | 81%           | No          | 91%           |
| Black/African American     | 58%           | 45%           | No          | 62%           |
| Hispanic                   | 76%           | 72%           | No          | 78%           |
| White                      | 84%           | 82%           | Yes         | 86%           |
| English language learners  | 56%           | 24%           | No          | 60%           |
| Students with disabilities | 45%           | 25%           | No          | 51%           |
| Economically disadvantaged | 62%           | 54%           | No          | 66%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 356           | 25%           | 27%           |
| Students scoring at or above Achievement Level 4 | 591           | 42%           | 45%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               | 70%           | 73%           |
| 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) | 18   | 53%           | 58%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | <i>[data excluded for privacy reasons]</i> |               | 26%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 14   | 41%           | 47%           |

**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 | 321  | 64%           | 68%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | <i>[data excluded for privacy reasons]</i> |               | 0%            |

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 76%           | 69%           | No          | 78%           |
| American Indian            |               |               |             |               |
| Asian                      | 100%          | 86%           | No          | 100%          |
| Black/African American     | 55%           | 45%           | No          | 60%           |
| Hispanic                   | 77%           | 72%           | No          | 79%           |
| White                      | 87%           | 82%           | No          | 88%           |
| English language learners  | 73%           | 50%           | Yes         | 75%           |
| Students with disabilities | 45%           | 29%           | No          | 51%           |
| Economically disadvantaged | 63%           | 55%           | No          | 67%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 300           | 26%           | 40%           |
| Students scoring at or above Achievement Level 4 | 375           | 32%           | 38%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  |               | 71%           | 74%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               | 57%           | 61%           |

**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   |               | 94%           | 95%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 111           | 37%           | 38%           |
| Students scoring at or above Achievement Level 4 | 166           | 56%           | 56%           |

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

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               | 3%            |
| Students scoring at or above Achievement Level 4 | 30   | 97%           | 97%           |

**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          | 115           | 23%           | 26%           |
| Students scoring at or above Achievement Level 4 | 181           | 36%           | 37%           |

**Florida Alternate Assessment (FAA)**

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

**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             |               | 6           |
| Participation in STEM-related experiences provided for students  | 714           | 50%           | 51%         |

**Area 6: Career and Technical Education (CTE)**

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

**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   | 68            | 5%            | 4%            |
| Students who fail a mathematics course   | 42            | 3%            | 2%            |
| Students who fail an English Language Arts course  | 24            | 2%            | 1%            |
| Students who fail two or more courses in any subject   | 29            | 2%            | 1%            |
| Students who receive two or more behavior referrals  | 170           | 12%           | 11%           |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 96            | 7%            | 6%            |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our goal for the 2013-2014 school year is to increase the percentage of parent involvement in FCAT parent nights and parent workshops from 15% to 20%, and increase of 5 percentage points as documented by parent participation surveys and parent sign-in logs.

Anticipated barriers include parents' differing schedules making it difficult for them to attend workshops; limited awareness of school sponsored parent peer groups and trainings; unable to find transportation to school at night, and limited parent involvement.

In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

The Principal and PTSA Administrative Liaison will review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.

**Specific Parental Involvement Targets**

| Target                                       | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Increase parent participation and volunteers | 215           | 15%           | 20%           |

## Goals Summary

- G1.** The results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that 69% of students made adequate yearly progress. The goal is to increase student achievement on the 2014 FCAT 2.0.
- G2.** The results of the 2013 Writing FCAT 2.0 Exam demonstrates that 321 (64%) of the eighth grade students scored at a level 3.5 or above. The goal is to increase the percentage of students scoring at 3.5 or more on the 2014 FCAT Writing 2.0 Exam by 4%
- G3.** The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 675 students (58%) scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase the number of proficient students on the 2014 FCAT 2.0
- G4.** Our goal is to increase the number of students enrolled in Middle School accelerated courses.
- G5.** The results of the 2013 Algebra 1 EOC Test indicates that 93% of students passed. Our goal is to maintain or increase proficient students on the 2014 Algebra EOC exam.
- G6.** The results of the 2013 Geometry EOC Test indicate that 100% of the students passed. Our goal is to maintain proficient students on the 2014 Geometry EOC exam.
- G7.** The result of the 2013 FCAT Science 2.0 Assessment indicates that 296 of the students (59%) achieved proficiency. Our goal is to increase the number of students scoring at proficiency.
- G8.** Our goal is to increase the number of collaborative interdisciplinary lessons involving Science, Mathematics, and Computer Assisted Learning.
- G9.** Our goal for the 2013-2014 school year is to increase the number of students who actively participate in career oriented clubs and organizations.
- G10.** Our goal in to increase the number of students scoring proficiency, Achievement Level 3 or above, on the 2014 Civics EOC.
- G11.** Our goal for the 2013-2014 school year is to identify the early warning signs in an effort to increase students' academic and behavioral success at school.
- G12.** Our goal for the 2013-2014 school year is to increase the percentage of parent involvement.

## Goals Detail



**G1.** The results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that 69% of students made adequate yearly progress. The goal is to increase student achievement on the 2014 FCAT 2.0.

### **Targets Supported**

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

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

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, McDougall Littell Reading Series, Comprehensive Reading Plan, Task Cards, and teacher supplemented materials and resources.

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

- Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as Hispanic (72%), Asian (81%) and ELL (24%) did not make adequate yearly progress. The barrier is students native language and the parents inability to speak the English language.
- Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as Black (24%) and ED (54%) did not make adequate yearly progress. The area of deficiency for this subgroup was Reading Application due to the limited ability to utilize critical thinking strategies needed to find the theme, topic and main idea of texts.
- Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as SWD (25%) did not make adequate yearly progress. The barrier is the student's processing deficit when reading text.
- Results of the 2013 Reading FCAT 2.0 indicate that 356 students (25%) scored at Achievement Level 3 on the FCAT 2.0 Assessment. The area of deficiency was Reading Application due to limited ability to utilize critical thinking strategies needed to find the theme, topic and main idea of text.
- Results of the 2013 Reading FCAT 2.0 demonstrated that 591 students (42%) scored at or above a Achievement Level 4. The barrier was limited exposure to enrichment opportunities.
- Results of the 2013 Reading FCAT 2.0 demonstrates that 70% of students made learning gains. The barrier is limited access to cross curricular assignments/enrichment activities that focus on school wide areas in need of improvement.
- Results of the 2013 Reading FCAT 2.0 demonstrates that 66% of our lowest quartile made learning gains. The barrier is limited ability to utilize critical thinking strategies when analyzing and evaluating text.
- Results of the 2013 CELLA indicates that 18 students(53%) made adequate progress in the area of listening/speaking. The barrier is students native language and the inability to speak the English language.
- Results of the 2013 CELLA indicates that 6 students(18%) made adequate progress in the areas of reading. The barrier is students native language and the inability to understand the English language.
- Results of the 2013 CELLA indicates that 14 students(41%) made adequate progress in the areas of writing. The barrier is students native language and the inability to write in the English language.

### Plan to Monitor Progress Toward the Goal

Conduct on-going review of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim, mini assessments.

#### Person or Persons Responsible

Teachers, Literacy Leadership Team and Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

• Baseline Assessments • Interim Assessments • Mini-Assessments • FAIR Assessments • Reading Plus In-Sight Assessment • Classroom Walkthroughs • Data Chats/Logs • 2014 FCAT 2.0 Reading Assessment

**G2.** The results of the 2013 Writing FCAT 2.0 Exam demonstrates that 321 (64%) of the eighth grade students scored at a level 3.5 or above. The goal is to increase the percentage of students scoring at 3.5 or more on the 2014 FCAT Writing 2.0 Exam by 4%

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Curriculum resources including but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, MDCPS Pacing Guides, Comprehensive reading plan, Task Cards, school wide writing plan, and teacher supplemented writing materials and resources will be utilized to work toward mastery of the identified goal.

#### Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at or above 3.5 on the FCAT 2.0 Writing Assessment was conventions.

### Plan to Monitor Progress Toward the Goal

Conduct on-going review of students' progress through data analysis.

#### Person or Persons Responsible

The Literacy Leadership Team and Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Baseline Writing Assessments Mid-Year Writing Assessments Mini Assessments Classroom Walkthroughs Data chats/Logs 2014 FCAT Writing 2.0 Assessment

**G3.** The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 675 students (58%) scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase the number of proficient students on the 2014 FCAT 2.0

### **Targets Supported**

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

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

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, Khan Academy, Math Reflex, FCAT Explorer, Math reference sheets, iPREP Math Carnegie Learning program, and teacher supplemented materials and resources will be utilized to work towards mastery of the identified goal.

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

- Results of the 2013 Mathematics FCAT 2.0 and AMO calculations indicate that specific subgroups; Hispanic (72%) and Asian (86%) did not make adequate yearly progress. The barrier is students native language and limited applications to real-world concepts and grasp of mathematical concepts.
- Results of the 2013 Mathematics FCAT 2.0 and AMO calculations indicate that specific subgroups; Students with Disabilities (29%) and Economically Disadvantaged (55%) did not make adequate yearly progress. The barrier is limited applications to real-world concepts and the limited mathematical foundational skills necessary to master new concept and skills.
- Results of the 2013 Mathematics FCAT 2.0 and AMO calculations indicate that specific subgroups; Black (45%) and White (82%) did not make adequate yearly progress. The barrier is limited applications to real-world concepts and grasp of mathematical concepts.
- Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 300 of the students (26%) scored at FCAT Achievement Level 3. The area of deficiency for the students scoring at or above Achievement Level 3 on the FCAT 2.0 assessment was reporting category 3: Geometry. This deficiency is due to limited applications to real-world concepts and grasp of mathematical concepts.
- Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 375 of the students (32%) scored at or above Achievement Level 4. The area of deficiency for the students scoring at or above Achievement Level 4 on the FCAT 2.0 assessment was reporting category 3: Geometry. This deficiency is due to limited applications to real-world concepts and grasp of mathematical concepts.
- Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 71% of the students made learning gains. The area of deficiency is the limited use of hands-on and inquiry-based activities in the area of Geometry to enhance comprehension of real-world problems.
- Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 57% of the students, within our lowest quartile, made learning gains. The area of deficiency is the limited number of student participation in intervention programs such as Intensive Math.

### Plan to Monitor Progress Toward the Goal

Conduct on-going review of students' progress through data analysis of them following assessments: Baseline Assessment, Fall Interim, Winter Interim, and mini-assessments.

#### Person or Persons Responsible

Teachers, Math Department Chair, and Administration

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Topic Mini-Assessments • Student Data Chats • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G4.** Our goal is to increase the number of students enrolled in Middle School accelerated courses.

#### Targets Supported

#### Resources Available to Support the Goal

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, Discovery Education, Khan Academy, Carnegie Learning, Gizmos, FCAT Focus, essential labs, reference sheets, and teacher supplemental materials.

#### Targeted Barriers to Achieving the Goal

- Limited student participation due to parental acceptance to accelerated in both Math and Science simultaneously.
- Limited student performance due inability to access computer for practice opportunities during school hours.

### Plan to Monitor Progress Toward the Goal

Conduct on-going reviews of students' progress in accelerated courses.

#### Person or Persons Responsible

Counselors and Administration

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

• Grade Analysis Reports • Subject Selection Forms • Tally Sheets • Master Schedule

**G5.** The results of the 2013 Algebra 1 EOC Test indicates that 93% of students passed. Our goal is to maintain or increase proficient students on the 2014 Algebra EOC exam.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, Khan Academy, Math Reflex, FCAT Explorer, Math reference sheets, iPREP Math Carnegie Learning program, and teacher supplemental materials.

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for student at Achievement Level 3 was Polynomials due to the lack of computer access and practice during school hours.
- According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for student at Achievement Level 4 or above was Polynomials due to the lack of computer access and practice during school hours.

**Plan to Monitor Progress Toward the Goal**

Conduct on-going review of students' progress through data analysis of the following assessments: • Baseline Assessment • Fall Interim • Winter Interim • Mini assessments

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule:**

Monthly and Quarterly

**Evidence of Completion:**

• Baseline Assessments • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Authentic Student Work • Classroom Walkthroughs • Data Chats/Logs • 2014 Algebra I EOC Exam

**G6.** The results of the 2013 Geometry EOC Test indicate that 100% of the students passed. Our goal is to maintain proficient students on the 2014 Geometry EOC exam.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, Khan Academy, Math Reflex, FCAT Explorer, Math reference sheets, iPREP Math Carnegie Learning program, and teacher supplemental materials.

**Targeted Barriers to Achieving the Goal**

- Results of the 2013 Geometry EOC assessment indicate that 1 student (3%) scored at Achievement Level 3. The area of greatest difficulty for the student was Three Dimensional Geometry and Trigonometry & Discrete Mathematics due to the transition to the new textbook and online resources.
- Results of the 2013 Geometry EOC assessment indicate that 30 students (97%) scored at or above Achievement Level 4. The area of greatest difficulty for students was Three Dimensional Geometry and Trigonometry & Discrete Mathematics due to the transition to the new textbook and online resources

**Plan to Monitor Progress Toward the Goal**

Conduct on-going review of students' progress through data analysis of the following assessments

**Person or Persons Responsible**

Teachers, and Administration

**Target Dates or Schedule:**

Monthly and Quarterly

**Evidence of Completion:**

- Baseline Assessments • Interim Assessments • Mini-Assessments • Authentic Student Work • Classroom Walkthroughs • Topic Mini-Assessments • Data Chats/Logs • 2014 Geometry EOC Exam

**G7.** The result of the 2013 FCAT Science 2.0 Assessment indicates that 296 of the students (59%) achieved proficiency. Our goal is to increase the number of students scoring at proficiency.

#### **Targets Supported**

- Science - Middle School

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

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, Gizmos, Discovery Education, FCAT Explorer, essential labs, and teacher supplemented materials and resources.

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

- The result of the 2013 FCAT Science Assessment indicates that 115 of the students (23%) achieved proficiency – Level 3. Due to the limited exposure to life science experiences and explorations, the area of deficiency as noted by two years of trend data has been Life Science.
- The result of the 2013 FCAT Science Assessment indicates that 181 of the students (36%) achieved proficiency at or above Achievement Level 4. Due to the limited exposure to life science experiences and explorations, the area of deficiency as noted by two years of trend data has been Life Science.

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

Conduct review of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim, and mini assessments.

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

Administration

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

Quarterly

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

- Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs • 2014 FCAT Science 2.0 Assessment

**G8.** Our goal is to increase the number of collaborative interdisciplinary lessons involving Science, Mathematics, and Computer Assisted Learning.

#### **Targets Supported**

- STEM - All Levels

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

- SECME colleagues, SECME website, FBLA clubs in neighboring schools, guest speakers, field trips, and the enrollment of students in upper High School STEM courses.

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

- Limited student participation in SECME clubs.
- Limited parental knowledge of prerequisites needed for participation and enrollments in higher level High School STEM courses.

### Plan to Monitor Progress Toward the Goal

Conduct reviews of club memberships and observations of interdisciplinary lessons.

**Person or Persons Responsible**

Teachers, Activity Director, PTSA, and Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

- Parent sign-in logs, Parent Participation surveys
- The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on subject selection forms requiring teacher recommendations.

**G9.** Our goal for the 2013-2014 school year is to increase the number of students who actively participate in career oriented clubs and organizations.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- The student membership and career club offerings, field trips, guest speakers, career and technical curriculum frameworks, District's website.

**Targeted Barriers to Achieving the Goal**

- Anticipated barriers are the following:
  - Students who wish to participate in the extracurricular activities may lack transportation after school.
  - Students may not be aware of the importance of becoming involved in career-oriented activities.

### Plan to Monitor Progress Toward the Goal

Collect sign-in sheets to determine the number of students attending career oriented club meetings and organization activities

**Person or Persons Responsible**

Club Sponsors, Teachers, Activities Director, and Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

School master calendar, and sign-in sheets.



**G10.** Our goal is to increase the number of students scoring proficiency, Achievement Level 3 or above, on the 2014 Civics EOC.

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

- Curriculum resources including, but not limited to, the following: Next Generation Sunshine State Standards, Common Core State Standards, M-DCPS Pacing Guides, Discovery Education, We the People supplemental book, Flocabulary, and teacher supplemented materials and resources will be utilized to work towards mastery of the identified goal. The comparison between the 2013 vs. 2014 interim assessments will drive instruction in the Civics classrooms.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for the students scoring proficiency is the minimal exposure to Civic issues prior to 7th grade.

**Plan to Monitor Progress Toward the Goal**

Conduct on-going review of students' progress through data analysis of the following assessments:

**Person or Persons Responsible**

The Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

- Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Civics EOC

**G11.** Our goal for the 2013-2014 school year is to identify the early warning signs in an effort to increase students' academic and behavioral success at school.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Student Orientations, Parent Workshops, 2012-2013 Districts attendance and tardies data analysis, Student Code of Student Conduct, Attendance Policy, Student Agendas, Connect Ed calls, Constant Contact through the PTSA, and the Attendance Review Committee.

**Targeted Barriers to Achieving the Goal**

- Results from the 2012-2013 attendance data reveals that 68 of the students (5%) missed 10% or more of available instructional time due to the lack of support and limited awareness of what constitutes an excused absence and/or tardy on the part of the parents of chronically absent or truant students.
- Results from the 2012-2013 referral data reveals that 96 of the students (7%) received one or more behavioral referrals that lead to suspensions. Additionally, that 170 of the students (12%) received two or more behavioral referrals due to lack of parental support in holding students accountable for their inappropriate behaviors, poor judgment, lack of motivation, following classroom expectations and standards, and putting forth maximum effort in the classroom setting.
- Results from the 2012-2013 academic data reveals that 42 of the students (3%) failed a math course, 24 of the students (2%) failed a Language Arts course, and 29 of the students (2%) failed two or more courses in any subject area. Academic failure in grades 6 -8 is due to the limited vocabulary, poor writing, limited foundational math skills, and poor reading comprehension skills.

**Plan to Monitor Progress Toward the Goal**

Monitor the attendance bulletin, academic progress, and referral database.

**Person or Persons Responsible**

Attendance Clerk, Student Service Department, SCSI Teacher, Teachers, and the Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

- Behavioral Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Referral Database • Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs • 2014 FCAT Science 2.0 Assessment

**G12.** Our goal for the 2013-2014 school year is to increase the percentage of parent involvement.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- 2012-2013 parent involvement membership and data, Constant Contact, Connect Ed calls, and the parent volunteer log.

**Targeted Barriers to Achieving the Goal**

- Anticipated barriers include parents' differing schedules making it difficult to for them to attend workshops.

**Plan to Monitor Progress Toward the Goal**

Review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.

**Person or Persons Responsible**

PTSA Administrative Liaison, Activity Director, Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Constant Contact emails, sign in sheets, emails, flyers, school master calendar, and Connect-ed calls.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that 69% of students made adequate yearly progress. The goal is to increase student achievement on the 2014 FCAT 2.0.

**G1.B1** Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as Hispanic (72%), Asian (81%) and ELL (24%) did not make adequate yearly progress. The barrier is students native language and the parents inability to speak the English language.

**G1.B1.S1** Through explicit instruction teachers will target areas of weakness as well as using structured small group intervention.

### Action Step 1

Conduct on going review of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim and mini assessments.

#### Person or Persons Responsible

Teachers, Literacy Leadership Team, and Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

- Edusoft and Thinkgate Data reports - Student reports from Achieve 3000 & Reading Plus - Differentiated Instruction Templates

#### Facilitator:

In-house Trainer and Reading Specialist

#### Participants:

Reading, ESOL, and SPED Teachers

## Action Step 2

Implementation of graphic organizers and the use of active reading strategies students will be able to identify explicit and implied main idea, causal relationships imbedded in text using cause and effect charts, interpreting data charts to determine differences in text structures and identifying topics and themes within texts.

### Person or Persons Responsible

Students and Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Authentic student work samples
- Mini-Assessments as deemed necessary based on progress monitoring of skills.

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

Monitor the implementation and fidelity of the identified strategies

### Person or Persons Responsible

Teachers & Students

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessments
- Interim Assessments
- FAIR Data
- Mini-Assessments
- Reading Plus In-Sight Assessment & Reports
- Student work samples
- Classroom Walkthroughs
- Data Chats/Logs
- 2014 FCAT 2.0 Reading Assessment

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

Conduct on-going review of students' progress through data analysis of the following assessments to determine the effectiveness of the strategies: Baseline Assessment, Fall Interim, Winter Interim and mini assessments.

### Person or Persons Responsible

Literacy Leadership Team and Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • FAIR Data • Mini-Assessments • Reading Plus In-Sight Assessment • Classroom Walkthroughs • Data Chats/Logs • 2014 FCAT 2.0 Reading Assessment

**G1.B2** Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as Black (24%) and ED (54%) did not make adequate yearly progress. The area of deficiency for this subgroup was Reading Application due to the limited ability to utilize critical thinking strategies needed to find the theme, topic and main idea of texts.

**G1.B2.S1** Through explicit instruction teachers will target areas of weakness as well as using small groups to differentiate instruction for all students.

### Action Step 1

Implementation of graphic organizers and the use of active reading strategies, students will be able to identify explicit and implied main idea, causal relationships imbedded in text using cause and effect charts, interpreting data charts to determine differences in text structures and identifying topics and themes within texts.

### Person or Persons Responsible

Students and Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Student authentic work samples - Mini assessments as deemed necessary based on progress monitoring of skills

## Action Step 2

Conduct on going review of student's progress through data analysis of the following assessments: Baseline Assessments, Fall Interim, Winter Interim and mini assessments.

### Person or Persons Responsible

Teachers, Literacy Leadership Team, and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Edusoft and Thinkgate data reports - Student reports from Achieve 3000 & Reading Plus reports
- Differentiated Instruction templates

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

Monitor implementation and fidelity of the identified strategies

### Person or Persons Responsible

Students, Teachers, Literacy Leadership Team and Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • FAIR Data • Mini-Assessments • Reading Plus In-Sight Assessment • Utilization of Reading Plus • Classroom Walkthroughs • Data Chats/Logs • 2014 FCAT 2.0 Reading Assessment

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

Conduct on-going review of students progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim and mini assessments.

### Person or Persons Responsible

Literacy Leadership Team and Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • FAIR Data • Mini-Assessments • Reading Plus In-Sight Assessment • Utilization of Reading Plus • Classroom Walkthroughs • Data Chats/Logs • 2014 FCAT 2.0 Reading Assessment

**G1.B3** Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as SWD (25%) did not make adequate yearly progress. The barrier is the student's processing deficit when reading text.

**G1.B3.S1** Through explicit instruction teachers will target areas of weakness as well as using structured small group intervention.

**Action Step 1**

Utilize multi sensory modalities while presenting curricular lessons.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Student authentic work samples - Teacher lesson plans - Teachers observation

**Action Step 2**

Students will be given the option to demonstrate mastery of objectives through student authentic work provided their strength of delivery: oral presentation, cooperative group activity, drawing, and writing.

**Person or Persons Responsible**

Teachers and Students

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Student authentic work samples - Weekly lesson plans



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

Monitor the implementation and fidelity of the identified strategies

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

Students and Teachers

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

Weekly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples

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

Conduct on-going review of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim, mini assessments.

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

Literacy Leadership Team and Administration

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

Monthly and Quarterly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs - Data chats/ logs - 2014 FCAT 2.0 Reading Assessment

**G1.B4** Results of the 2013 Reading FCAT 2.0 indicate that 356 students (25%) scored at Achievement Level 3 on the FCAT 2.0 Assessment. The area of deficiency was Reading Application due to limited ability to utilize critical thinking strategies needed to find the theme, topic and main idea of text.

**G1.B4.S1** Through explicit instruction teachers will target areas of weakness as well as using structured small group intervention.

**Action Step 1**

Implement higher order thinking questions using Webb's Depth of Knowledge in lessons.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Student authentic work samples - Lesson Plans - Classroom Observation

**Action Step 2**

Engage in collaborative group activities to enhance mastery of skills while utilizing content related task cards.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Student Authentic work samples - Lesson Plans - Classroom Observation

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

Monitor the implementation and fidelity of the identified strategies

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

Students and Teachers

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

Weekly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - mini assessments - Reading Plus Assessments and Reports - Student work samples

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

Conduct ongoing review of student's progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim and Mini Assessments.

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

Literacy Leadership Team and Administration

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

Monthly & Quarterly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs -Data chats/Logs -FCAT Reading Assessment

**G1.B5** Results of the 2013 Reading FCAT 2.0 demonstrated that 591 students (42%) scored at or above a Achievement Level 4. The barrier was limited exposure to enrichment opportunities.

**G1.B5.S1** Through project based learning students will practice making inferences and drawing conclusions within and across texts in an effort to enrich their curriculum.

**Action Step 1**

Utilize Discovery Education to infuse real world experiences in the classroom.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Student Authentic work samples - Lesson Plans - Classroom Observations

**Action Step 2**

Utilize Edusoft/Thinkgate data to guide instruction during small group enrichment activities aimed at increasing critical thinking and higher order thinking strategies.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples

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

Monitor the implementation and fidelity of the identified strategies

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

Students and Teachers

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

Weekly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - mini assessments - Reading Plus Assessments and Reports - Student work samples

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

Conduct ongoing review of student's progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim and Mini Assessments.

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

Literacy Leadership Team and Administration

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

Monthly & Quarterly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs -Data chats/Logs - 2014 FCAT Reading Assessment

**G1.B6** Results of the 2013 Reading FCAT 2.0 demonstrates that 70% of students made learning gains. The barrier is limited access to cross curricular assignments/enrichment activities that focus on school wide areas in need of improvement.

**G1.B6.S1** Utilizing data chats with students to target weaknesses while fostering individual ownership of student achievement.

**Action Step 1**

Conduct data chats with individual students after formal assessments.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

- Student data chat forms - Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs -Data chats/Logs - 2014 FCAT 2014 FCAT Reading Assessment

**Facilitator:**

Department Chairs

**Participants:**

All Teachers

**Action Step 2**

Utilize the FCAT Explorer, Achieve 3000, and Reading Plus to reinforce reading deficiencies.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs -Data chats/Logs - 2014 FCAT Reading Assessment

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

Monitor the implementation and fidelity of the identified strategies.

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

Students and Teachers

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

Monthly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - FAIR data - Mini assessments - Reading Plus Assessments and Reports - Student work samples - FCAT Explorer reports - Accelerated Reader reports

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

Conduct ongoing review of student's progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim and Mini Assessments.

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

Literacy Leadership Team and Administration

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

Monthly & Quarterly

#### **Evidence of Completion**

- Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs -Data chats/Logs - 2014 FCAT Reading Assessment

**G1.B7** Results of the 2013 Reading FCAT 2.0 demonstrates that 66% of our lowest quartile made learning gains. The barrier is limited ability to utilize critical thinking strategies when analyzing and evaluating text.

**G1.B7.S1** Through explicit instruction teachers will target areas of weakness as well as using structured small group intervention.

**Action Step 1**

Differentiated instruction through teacher led center focusing on students specific deficiencies.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Student authentic work samples - mini assessments - Interim Assessments - FAIR data - Classroom observations

**Action Step 2**

Utilize Achieve 3000 computer based learning program

**Person or Persons Responsible**

Students in the lowest quartile, including SPED students who scored a level 1 or 2 on the FCAT.

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Achieve 3000 reports - Mini assessments as deemed necessary on progress monitoring of skills

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

Monitor the implementation of the identified strategies

**Person or Persons Responsible**

Students, Teachers, Literacy Leadership Team and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Interim Assessments FAIR data Classroom Walkthroughs Data Chats/ Logs



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

Conduct ongoing review of student progress through data analysis of the following assessments: Baseline Assessment, Fall & Winter Interim Assessments, Mini Assessments

### Person or Persons Responsible

Literacy Leadership Team and Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Baseline Assessments FAIR Data Mini Assessments Interim Assessments Classroom Walkthroughs  
Data chats and logs

**G1.B8** Results of the 2013 CELLA indicates that 18 students(53%) made adequate progress in the area of listening/speaking. The barrier is students native language and the inability to speak the English language.

**G1.B8.S1** Through PLC utilize effective ESOL strategies such as repetition, cloze, language experience and realia.

### Action Step 1

Infuse graphic organizers and active reading strategies to assist students with interpretation of text and increase language engagement opportunities through written and verbal responses.

### Person or Persons Responsible

Students and Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson Plans Student Authentic work samples Mini Assessments

**Action Step 2**

Utilize Discovery Education as a means to infuse realia in the classroom.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans Student Authentic work samples Mini Assessments

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

Monitor implementation of the identified strategies.

**Person or Persons Responsible**

Students, Teachers, Literacy Leadership Team and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom Walkthroughs Data chat/logs Mini Assessments FAIR Assessment Interim Assessments

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

Conduct ongoing review of progress through data analysis.

**Person or Persons Responsible**

Literacy Leadership Team and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Baseline Assessments Interim Assessments Mini Assessments FAIR Assessment Data chats/logs

**G1.B9** Results of the 2013 CELLA indicates that 6 students(18%) made adequate progress in the areas of reading. The barrier is students native language and the inability to understand the English language.

**G1.B9.S1** Through PLC utilize effective ESOL strategies such as repetition, cloze, language experience and realia.

**Action Step 1**

Infuse graphic organizers and active reading strategies to assist students with interpretation of text and higher order thinking.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student Authentic work samples Mini Assessments CELLA Interim Assessments Lesson Plans

**Action Step 2**

Utilize Discovery Education as a means to infuse realia in the classroom.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student authentic work samples Lesson Plans Mini Assessments

**Plan to Monitor Fidelity of Implementation of G1.B9.S1**

Monitoring fidelity and implementation of the identified strategies.

**Person or Persons Responsible**

Literacy Leadership Team and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Classroom Walkthroughs Baseline Assessment Interim Assessments FAIR Assessments Data chats/ logs CELLA

## Plan to Monitor Effectiveness of G1.B9.S1

Conduct ongoing review of student progress through data analysis

### Person or Persons Responsible

Literacy Leadership Team and Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Interim Assessments Mini Assessments FAIR Assessments Data chats/logs CELLA

**G1.B10** Results of the 2013 CELLA indicates that 14 students(41%) made adequate progress in the areas of writing. The barrier is students native language and the inability to write in the English language.

**G1.B10.S1** Through PLC utilize effective ESOL strategies such as repetition, cloze, language experience and realia.

### Action Step 1

Utilize Discovery Education as a means to infuse realia in the classroom

#### Person or Persons Responsible

Students and Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student Authentic work samples Lesson Plans Classroom walkthroughs Mini Assessments

### Action Step 2

Infuse graphic organizers and active reading strategies to assist students with interpretation of text and written response.

#### Person or Persons Responsible

Students and Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Student Authentic work samples Lesson Plans Classroom walkthroughs Mini Assessments

### **Plan to Monitor Fidelity of Implementation of G1.B10.S1**

Continue to monitor the implementation of the identified strategies.

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

Literacy Leadership Team and Administration

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

Monthly

#### **Evidence of Completion**

Classroom Walkthroughs Interim Assessments FAIR Assessments Data chats/logs CELLA

### **Plan to Monitor Effectiveness of G1.B10.S1**

Conduct ongoing review of student's progress through data analysis.

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

Literacy Leadership Team and Administration

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

Monthly

#### **Evidence of Completion**

Baseline Writing Assessment Mid Year Writing Assessments FAIR Assessments Classroom Walkthroughs Data chats and logs 2014 FCAT Writing Assessment CELLA

**G2.** The results of the 2013 Writing FCAT 2.0 Exam demonstrates that 321 (64%) of the eighth grade students scored at a level 3.5 or above. The goal is to increase the percentage of students scoring at 3.5 or more on the 2014 FCAT Writing 2.0 Exam by 4%

**G2.B1** The area of deficiency for students scoring at or above 3.5 on the FCAT 2.0 Writing Assessment was conventions.

**G2.B1.S1** Students will be given explicit instruction in the use of graphic organizers to plan writing, small group instruction utilizing peer editing process, how to respond to a piece of literature or visual media through writing a reflective response and a school wide grammar plan aligned to the Common Core and Next Generation Sunshine State Standards will be implemented.

### **Action Step 1**

School wide grammar action plan

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

Reading and Language Arts Teachers

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

Daily

#### **Evidence of Completion**

Authentic student work samples Lesson Plans Classroom Walkthroughs 2014 FCAT Writing Assessment Mini Assessments

#### **Facilitator:**

Language Arts Department Chair

#### **Participants:**

All Teachers

## **Action Step 2**

Writing across the curriculum ( focus, voice, persuasive and expository writing styles)

### **Person or Persons Responsible**

Students and Teachers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Authentic student work samples Lesson Plans Classroom Walkthroughs 2014 FCAT Writing Assessment

### **Facilitator:**

Language Arts Department Chair

### **Participants:**

All Teachers

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

Monitor the fidelity and implementation of the identified strategies.

### **Person or Persons Responsible**

Students, Literacy Leadership Team and Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Authentic student work samples Lesson Plans Classroom walkthroughs Mini Assessments Data chats/logs 2014 FCAT Writing Assessment

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

Conduct on-going review of student's progress through data analysis to determine the effectiveness of the identified strategies.

#### Person or Persons Responsible

Literacy Leadership Team & Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Baseline Writing Assessments Mid-Year Writing Assessments Mini Assessments Classroom Walkthroughs Data chats/Logs 2014 FCAT Writing 2.0 Assessment

**G3.** The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 675 students (58%) scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase the number of proficient students on the 2014 FCAT 2.0

**G3.B1** Results of the 2013 Mathematics FCAT 2.0 and AMO calculations indicate that specific subgroups; Hispanic (72%) and Asian (86%) did not make adequate yearly progress. The barrier is students native language and limited applications to real-world concepts and grasp of mathematical concepts.

**G3.B1.S1** Through explicit instruction teachers will allow students to make connections with real-world situations and develop problem solving skills.

#### Action Step 1

Utilize mathematical reference sheets and technological computer programs to enhance an understanding of real-world situations and develop problem solving skills.

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats



## Action Step 2

Provide context for mathematical exploration and the development of student understanding of number and Base Ten Fractions by supporting the use of manipulatives and engaging opportunities for practice.

### Person or Persons Responsible

Teachers and Math Department Chair

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitor the implementation and fidelity of the identified strategies.

### Person or Persons Responsible

Teachers and Students

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Conduct on-going review of students' progress through data analysis of the following assessments to determine the effectiveness of the strategies: Baseline Assessments, Interim Assessments, and mini-assessments.

### Person or Persons Responsible

Math Department Chair and Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G3.B2** Results of the 2013 Mathematics FCAT 2.0 and AMO calculations indicate that specific subgroups; Students with Disabilities (29%) and Economically Disadvantaged (55%) did not make adequate yearly progress. The barrier is limited applications to real-world concepts and the limited mathematical foundational skills necessary to master new concept and skills.

**G3.B2.S1** Through explicit instruction teachers will allow students to make connections with real-world situations and develop problem solving skills.

### **Action Step 1**

Provide context for mathematical exploration and the development of student understanding of number and Base ten Fractions by supporting the use of manipulatives and engaging opportunities for practice.

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

Teachers and Math Department Chair

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

Weekly

#### **Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats

### **Action Step 2**

Utilize mathematical reference sheets and technological computer programs to enhance an understanding of real-world situations and develop problem solving skills.

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

Students

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

Weekly

#### **Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitor the implementation and of the identified strategies

#### Person or Persons Responsible

Teachers & Students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples
- Student Data Chats

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

Conduct on-going review of students' progress through data analysis of the following assessments to determine the effectiveness of the strategies: Baseline Assessments, Interim Assessments and Mini-Assessments.

#### Person or Persons Responsible

Math Department Chair and Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples
- Student Data Chats • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G3.B3** Results of the 2013 Mathematics FCAT 2.0 and AMO calculations indicate that specific subgroups; Black (45%) and White (82%) did not make adequate yearly progress. The barrier is limited applications to real-world concepts and grasp of mathematical concepts.

**G3.B3.S1** Through explicit instruction teachers will allow students to make connections with real-world situations and develop problem solving skills.

**Action Step 1**

Provide context for mathematical exploration and the development of student understanding of number and Base ten Fractions by supporting the use of manipulatives and engaging opportunities for practice.

**Person or Persons Responsible**

Teachers and Math Department Chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats

**Action Step 2**

Utilize mathematical reference sheet and technological computer programs to enhance an understanding of real-world situations and develop problem solving skills.

**Person or Persons Responsible**

Students

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitor the implementation and fidelity of the identified strategies

#### Person or Persons Responsible

Students & Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples
- Student Data Chats

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

Conduct on-going review of students' progress through data analysis of the following assessments to determine the effectiveness of the strategies: Baseline Assessment, Interim Assessments, and Mini-Assessments.

#### Person or Persons Responsible

Teachers & Math Department Chair

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

- Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples
- Student Data Chats • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G3.B4** Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 300 of the students (26%) scored at FCAT Achievement Level 3. The area of deficiency for the students scoring at or above Achievement Level 3 on the FCAT 2.0 assessment was reporting category 3: Geometry. This deficiency is due to limited applications to real-world concepts and grasp of mathematical concepts.

**G3.B4.S1** Through data analysis of various data measures, teachers will identify areas of weakness and provide small group instruction, using explicit instruction, to meet students individual needs.

**Action Step 1**

Utilize small group intervention designed to address specific benchmarks.

**Person or Persons Responsible**

Teachers & Math Department Chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

**Action Step 2**

Participate in small group and technological programs based on their areas of weaknesses.

**Person or Persons Responsible**

Students & Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitor the implementation and fidelity of the identified strategies.

#### Person or Persons Responsible

Teachers & Math Department Chair

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Progress monitoring of student performance to determine the effectiveness of the identified strategies.

#### Person or Persons Responsible

Teachers, Math Department Chair & Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G3.B5** Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 375 of the students (32%) scored at or above Achievement Level 4. The area of deficiency for the students scoring at or above Achievement Level 4 on the FCAT 2.0 assessment was reporting category 3: Geometry. This deficiency is due to limited applications to real-world concepts and grasp of mathematical concepts.

**G3.B5.S1** Through the use of project based learning students will grasp a deeper conceptual understanding and application of math topics in a real-world scenario.

**Action Step 1**

Monitor student participation and progress in computer based mathematical programs as a means to conceptualize specific skills.

**Person or Persons Responsible**

Teachers & Math Department Chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

**Action Step 2**

Participate in project based learning opportunities.

**Person or Persons Responsible**

Students & Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

- Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats



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

Monitor the implementation and fidelity of the identified strategies

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

Students, Teachers, and Math Department Chair

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

Weekly

#### **Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitor student progress through data analysis to determine the effectiveness of the identified project based strategy

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

Math Department Chair and Administration

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

Monthly

#### **Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats • Topic Mini-Assessments • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G3.B6** Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 71% of the students made learning gains. The area of deficiency is the limited use of hands-on and inquiry-based activities in the area of Geometry to enhance comprehension of real-world problems.

**G3.B6.S1** Provide instructional support needed for students to develop fluency in Mathematical concepts and facts in order to increase mastery of concepts and problem solving skills.

**Action Step 1**

Provide students with real life exposure to concepts that will improve their mathematical notions through explorations and demonstrations.

**Person or Persons Responsible**

Teachers and Math Department Chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Topic Mini-Assessments • Student Data Chats

**Action Step 2**

Participate in exploration and inquiry-based educational activities.

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Topic Mini-Assessments • Student Data Chats

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

Monitoring the implementation and fidelity of the identified mathematical strategies.

#### Person or Persons Responsible

Students and Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitoring the effectiveness of the identified strategies to enhance student achievement

#### Person or Persons Responsible

Teachers, Math Department Chair and Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats • Topic Mini-Assessments • Data Chats/Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G3.B7** Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 57% of the students, within our lowest quartile, made learning gains. The area of deficiency is the limited number of student participation in intervention programs such as Intensive Math.

**G3.B7.S1** Provide intervention programs focusing on weakest benchmarks and addressing the deficiencies through small group instruction.

**Action Step 1**

Track the lowest quartile through data analysis of the following assessments: Baseline Assessment, Interim Assessments, and Mini-Assessments.

**Person or Persons Responsible**

Teachers and Math Department Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

**Facilitator:**

Department Chairs and Administration

**Participants:**

All Teachers and Student Services

**Action Step 2**

Monitor student progress through data tracking and participating in data chats

**Person or Persons Responsible**

Students and Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Monitor student progress through data analysis

#### Person or Persons Responsible

Teachers and Students

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

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

Conduct on-going review of student progress through data analysis to determine the effectiveness of the identified strategies.

#### Person or Persons Responsible

Teachers, Math Department Chair and Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

• Baseline Assessment • Interim Assessments • Mini-Assessments • Student Authentic Work Samples • Student Data Chats • Data Chats/Logs • Topic Mini-Assessments • Classroom Walkthroughs • 2014 FCAT 2.0 Math Assessment

**G4.** Our goal is to increase the number of students enrolled in Middle School accelerated courses.

**G4.B1** Limited student participation due to parental acceptance to accelerated in both Math and Science simultaneously.

**G4.B1.S1** In an effort to increase participation in Middle School accelerated courses, the administration will work with the teachers during the articulation process to accelerate students in math and science accelerated courses.

**Action Step 1**

Hold parent informational nights to encourage and disseminate information on middle school accelerated courses.

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

September 25, 2013

**Evidence of Completion**

An increase in student participation in middle school accelerated courses during the 2014-2015 school year.

**Facilitator:**

Math Teachers & Department Chair

**Participants:**

Teachers, Parents, and Students

## Action Step 2

Encourage students to select advanced and accelerated courses during the articulation process.

### Person or Persons Responsible

Science Teachers and Counselors

### Target Dates or Schedule

Spring - February 2014 through March 2014

### Evidence of Completion

An increase in student participation in middle school accelerated courses during the 2014-2015 school year.

### Facilitator:

Department Chairs and Counselors

### Participants:

All Teachers

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

Monitor the implementation and fidelity of the identified strategies.

### Person or Persons Responsible

Students and Teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Subject Selection Forms

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

Conduct on-going reviews of student tally reports and grade analysis.

### Person or Persons Responsible

Counselors and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

• Subject Selection Sheets • Tally Sheets • Master Schedule

**G4.B2** Limited student performance due inability to access computer for practice opportunities during school hours.

**G4.B2.S1** To allocate student access to out computer labs after school hours.

**Action Step 1**

Provide an activities bus to facilitate student participation in the open computer labs after school.

**Person or Persons Responsible**

EESAC and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lab student sign in sheets

**Action Step 2**

Request teacher volunteers to monitor the computer labs after school.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lab student sign in sheets

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

Continue to monitor the implementation and fidelity of the identified strategies.

**Person or Persons Responsible**

Students, Teacher, and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Computer lab sign in sheets



## Plan to Monitor Effectiveness of G4.B2.S1

Monitor the effectiveness of the identified strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Computer lab calendar availability and sign in sheets.

**G5.** The results of the 2013 Algebra 1 EOC Test indicates that 93% of students passed. Our goal is to maintain or increase proficient students on the 2014 Algebra EOC exam.

**G5.B1** According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for student at Achievement Level 3 was Polynomials due to the lack of computer access and practice during school hours.

**G5.B1.S1** The following strategies will be implemented : • Through project-based learning provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. • Through project-based learning provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. • Use Venn diagrams in a variety of ways to illustrate intersection union, difference, null and disjoint sets and to solve a variety of real world problems.

### Action Step 1

• Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed.

### Person or Persons Responsible

Algebra I Teachers and Students

### Target Dates or Schedule

Weekly

### Evidence of Completion

• Baseline Assessments • Interim Assessments • Topic Mini-Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

## **Action Step 2**

Conduct on going reviews of student progress through data analysis of the following assessments: • Baseline Assessment • Fall Interim • Winter Interim • Mini assessments

### **Person or Persons Responsible**

Algebra I Teachers and Administration

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

• Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Topic Mini-Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Algebra I EOC

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

Monitor the implementation and fidelity of the identified strategies

### **Person or Persons Responsible**

Students, Teacher, and Administration

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

• Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • Baseline Assessments • Interim Assessments • Topic Mini-Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

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

Continue to monitor the implementation and effectiveness of the identified strategies

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

• Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Topic Mini-Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Algebra I EOC

**G5.B2** According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for student at Achievement Level 4 or above was Polynomials due to the lack of computer access and practice during school hours.

**G5.B2.S1** Through project based learning and enrichment strategies, students will enhance their understanding of Polynomials.

### Action Step 1

Utilization of technology programs such as FCAT Explorer, Carnegie Learning, Khan Academy, and FCAT Focus.

### Person or Persons Responsible

Algebra I Teachers and Students

### Target Dates or Schedule

Weekly

### Evidence of Completion

• Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Topic Mini-Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

## Action Step 2

Conduct on going reviews of student progress through data analysis of the following assessments: • Baseline Assessment • Fall Interim • Winter Interim • Mini assessments

### Person or Persons Responsible

Algebra I Teachers, Math Department Chair, and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

• Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Topic Mini-Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

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

Monitor the implementation and fidelity of the identified strategies.

### Person or Persons Responsible

Students, Teachers, and Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

• Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • Baseline Assessments • Interim Assessments • Topic Mini-Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

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

Continue to monitor the implementation and effectiveness of the identified strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Topic Mini-Assessments • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Algebra I EOC

**G6.** The results of the 2013 Geometry EOC Test indicate that 100% of the students passed. Our goal is to maintain proficient students on the 2014 Geometry EOC exam.

**G6.B1** Results of the 2013 Geometry EOC assessment indicate that 1 student (3%) scored at Achievement Level 3. The area of greatest difficulty for the student was Three Dimensional Geometry and Trigonometry & Discrete Mathematics due to the transition to the new textbook and online resources.

**G6.B1.S1** The following strategies will be implemented: • Through project-based learning, provide students with models, both digital and tangible, to enable them to visualize and draw cross-sections of the structures and of a range of geometric solids. • Develop guidelines for students to use descriptive language to communicate learned concepts and to identify misconceptions.

### Action Step 1

Conduct on-going reviews of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter, Interim, and mini assessments.

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Topic Mini-Assessments • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Geometry EOC

## Action Step 2

• Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed.

### Person or Persons Responsible

Geometry Teachers and Students

### Target Dates or Schedule

Weekly

### Evidence of Completion

• Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Topic Mini-Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

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

Monitor the implementation and fidelity of the identified strategies

### Person or Persons Responsible

Teachers, Students, and Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

• Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. • Baseline Assessments • Interim Assessments • Topic Mini-Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

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

Continue to monitor the implementation and effectiveness of the identified strategies

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Topic Mini-Assessments • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Geometry EOC

**G6.B2** Results of the 2013 Geometry EOC assessment indicate that 30 students (97%) scored at or above Achievement Level 4. The area of greatest difficulty for students was Three Dimensional Geometry and Trigonometry & Discrete Mathematics due to the transition to the new textbook and online resources

**G6.B2.S1** The following strategies will be implemented: • Through project-based learning, provide students with models, both digital and tangible, to enable them to visualize and draw cross-sections of the structures and of a range of geometric solids. • Develop guidelines for students to use descriptive language to communicate learned concepts and to identify misconceptions.

### Action Step 1

- Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed.

### Person or Persons Responsible

Geometry Teachers and Students

### Target Dates or Schedule

Weekly or Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Topic Mini-Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats

## Action Step 2

Conduct on going review of student progress through data analysis of the following assessments: • Baseline Assessment • Fall Interim • Winter Interim • Mini assessments

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

• Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Topic Mini-Assessments • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Geometry EOC

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

Monitor the implementation and fidelity of the identified strategies

### Person or Persons Responsible

Students, Teachers, and Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

• Utilization of FCAT Explorer • Utilization of Carnegie learning through the iPREP Math program • Utilization of Khan Academy • Review formative assessments to ensure that progress is being made and to adjust instruction as needed. • During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. • Baseline Assessments • Interim Assessments • Topic Mini-Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats



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

Continue to monitor the implementation and effectiveness of the identified strategies

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Formal and Informal Assessments • Student authentic work samples based on progress monitoring of skills • Student data chats • Topic Mini-Assessments • Classroom Walkthroughs • Teacher Data Chat/Logs • 2014 Geometry EOC

**G7.** The result of the 2013 FCAT Science 2.0 Assessment indicates that 296 of the students (59%) achieved proficiency. Our goal is to increase the number of students scoring at proficiency.

**G7.B1** The result of the 2013 FCAT Science Assessment indicates that 115 of the students (23%) achieved proficiency – Level 3. Due to the limited exposure to life science experiences and explorations, the area of deficiency as noted by two years of trend data has been Life Science.

**G7.B1.S1** In an effort to increase level 3 student's proficiency by 3 percentage points to 26%, the following strategies will be infused: • Students will be allowed the opportunity to explore the Life Science content by incorporating lab investigations and increase of inquiry based learning. • Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Life Science by incorporating lab investigations and field studies.

### Action Step 1

Conduct on-going reviews of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim, and mini assessments.

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • sharing of best practices • monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs • 2014 FCAT 2.0 Science Assessment

## Action Step 2

Utilize small group, Differentiated Instruction, during class to provide additional opportunities for students to work on Life Science benchmarks.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices
- Discovery Education • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat

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

Consult with teachers to ensure that most recent student assessment data is being use to drive instruction and ensure the fidelity of the implementation of identified strategies.

### Person or Persons Responsible

Students, Teachers, Science Department Chair, and the Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student exposure and utilization of the following: • Lab opportunities • Discovery Education • Gizmos • During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. • Student authentic work samples based on progress monitoring of skills • Student data chats • Informal and formal assessments

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

Conduct review of students' progress through data analysis and monitor the implementation and effectiveness of the identified strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat
- Teacher Data/Chat Logs • Classroom Walkthroughs • 2014 FCAT Science 2.0 Assessment

**G7.B2** The result of the 2013 FCAT Science Assessment indicates that 181 of the students (36%) achieved proficiency at or above Achievement Level 4. Due to the limited exposure to life science experiences and explorations, the area of deficiency as noted by two years of trend data has been Life Science.

**G7.B2.S1** Through project based learning, students will explore Life Science content by incorporating lab investigations and field studies.

### Action Step 1

Utilize mini lessons, during class, to differentiate instruction based on students' needs.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices
- Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat

## Action Step 2

Utilize Discovery Education, Gizmos, FCAT Explorer, and technology tools to enhance mastery of skills through project based learning activities.

### Person or Persons Responsible

Students

### Target Dates or Schedule

Weekly

### Evidence of Completion

- Baseline Assessments
- Interim Assessments
- Student authentic work samples based on progress monitoring of skills
- Collaboration in the department meetings
- Sharing of best practices, Discovery Education
- Monitoring the student's progress in the classroom through informal and formal assessments
- Student data chat

### Facilitator:

Science and Math Department Chairs

### Participants:

All Teachers

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

Monitor the implementation and fidelity of the identified strategies.

### Person or Persons Responsible

Students, Teachers and Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student exposure and utilization of the following:

- Lab opportunities
- Discovery Education
- Gizmos
- During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed.
- Student authentic work samples based on progress monitoring of skills
- Student data chats
- Informal and formal assessments

## Plan to Monitor Effectiveness of G7.B2.S1

Continue to monitor the implementation and effectiveness of the identified strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

- Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat
- Teacher Data/Chat Logs • Classroom Walkthroughs • 2014 FCAT Science 2.0 Assessment

**G8.** Our goal is to increase the number of collaborative interdisciplinary lessons involving Science, Mathematics, and Computer Assisted Learning.

**G8.B1** Limited student participation in SECME clubs.

**G8.B1.S1** In conjunction with the PTSA: • Advertise and encourage parents to attend parent workshops on how to prepare students for higher level High School STEM courses. • Advertise and encourage students to participate in the SECME club. • Increase the number of interdisciplinary lessons which involve the mathematics and science departments.

### Action Step 1

Hold parent informational meetings on STEM High School courses.

### Person or Persons Responsible

PTSA and Counselors

### Target Dates or Schedule

Spring

### Evidence of Completion

Parent Sign in sheets

## **Action Step 2**

Infuse STEM courses within the curriculum.

### **Person or Persons Responsible**

Science and Math Teachers

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Lesson plans, activities calendar, and computer lab utilization logs

### **Facilitator:**

Math and Science Department Chairs

### **Participants:**

Science, Technology, and Mathematics Teachers

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

Conduct on-going reviews to ensure the fidelity of these programs and clubs

### **Person or Persons Responsible**

Principal, PTSA Administration Liaison, and Activities Director

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Activities calendar, agendas, and minutes

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

Conduct on-going reviews to monitor the effectiveness of the identified strategies

#### Person or Persons Responsible

In conjunction with the PTSA, the Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

- Parent sign-in logs
- The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on subject selection forms requiring teacher recommendations.

**G8.B2** Limited parental knowledge of prerequisites needed for participation and enrollments in higher level High School STEM courses.

**G8.B2.S1** Utilization of announcements, flyers, and teacher/sponsor presentations participation in an effort to increase student experiences in STEM programs, courses, and activities.

#### Action Step 1

Organize lesson, club meetings, and informational meetings.

#### Person or Persons Responsible

Club sponsors, Teachers, and Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student participation in clubs and STEM courses

## Action Step 2

Create announcements to be aired on the morning announcements and post flyers around the school.

### Person or Persons Responsible

Club sponsors and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student participation in clubs and STEM courses

## Plan to Monitor Fidelity of Implementation of G8.B2.S1

Conduct on-going reviews of activities to ensure the fidelity of the identified strategies.

### Person or Persons Responsible

Teachers and Activity Director

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student sign in sheets and observation of monthly calendar.

## Plan to Monitor Effectiveness of G8.B2.S1

Continue to monitor the effectiveness of the identified strategies

### Person or Persons Responsible

Teachers, Activity Director, and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Parent and student sign in sheets



**G9.** Our goal for the 2013-2014 school year is to increase the number of students who actively participate in career oriented clubs and organizations.

**G9.B1** Anticipated barriers are the following: • Students who wish to participate in the extracurricular activities may lack transportation after school. • Students may not be aware of the importance of becoming involved in career-oriented activities.

**G9.B1.S1** In an effort to increase the number of students participating in CTE courses: • Strive to ensure that career education units are taught within the elective courses and that CTE course offering are offered for students. • Advertise the career clubs such as FBLA and SECME via the closed circuit television system.

**Action Step 1**

Advertise club activities and membership through master calendar and flyers.

**Person or Persons Responsible**

Club Sponsors

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

School master calendar, student sign in sheets, and flyers.

**Action Step 2**

Provide orientations and informational meetings regarding career oriented clubs and course offerings.

**Person or Persons Responsible**

Teachers and students

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

• Students membership in the extracurricular activities offered after school, such as SECME and FBLA. • Students awareness survey

**Facilitator:**

Activities Director, SECME and FBLA Club Sponsors

**Participants:**

All teachers and students through grade level orientations

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

Monitor the number of students participation in the different career oriented clubs and organizations.

**Person or Persons Responsible**

Club Sponsors and Activity Directors

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Career clubs sign in sheets, school master calendar, and organizations approved flyers.

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

Continue to monitor the effectiveness of student participating in career oriented activities and clubs.

**Person or Persons Responsible**

Club Sponsors, Activities Director, and the Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

School master calendar and sign-in sheets will reflect increased number of participants.

**G10.** Our goal is to increase the number of students scoring proficiency, Achievement Level 3 or above, on the 2014 Civics EOC.

**G10.B1** The area of deficiency for the students scoring proficiency is the minimal exposure to Civic issues prior to 7th grade.

**G10.B1.S1** • Emphasize problem solving and inquiry-based learning; research-based activities on a public policy issues and current events; • Provide opportunities for students to examine opposing points of view on a public policy issues; and provides opportunities for students to write to inform and to persuade. • Provide classroom activities which help students develop and understanding of the content-specific vocabulary taught in government/civics. • Provide opportunities for students to interpret graphs, charts, maps, timeline, media clips, and political cartoons. • Provide activities such as media clips to allow students to interpret secondary sources of information.

### **Action Step 1**

Utilize Civics Today during instructional lessons.

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

Civics Teachers and students

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

Monthly

#### **Evidence of Completion**

Lesson plans, products of informal and formal assessments, student authentic work samples.

#### **Facilitator:**

PD Liaison, In-House Trainors

#### **Participants:**

Civics teachers

### **Action Step 2**

Introduce real world experiences from current events which guide students' comprehension of civics.

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

Civics teachers

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

Monthly

#### **Evidence of Completion**

Lesson plans and products on informal and formal assessments.

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

Continue to monitor the implementation and fidelity of the identified strategies

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

Student and Civic Teachers

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

Quarterly

#### **Evidence of Completion**

- Mini-Assessments as deemed necessary based on progress monitoring of skills to help shape instruction and address student areas of improvement.
- Sharing best practices amongst civic teachers
- Institute regularly Common Core planning sessions to ensure that Civic curriculum is taught with fidelity and is paced accordingly.
- Student Data Chats

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

Continue to monitor the implementation and effectiveness of the identified strategies

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

Social Studies Department Chair and the Administration

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

Quarterly

#### **Evidence of Completion**

- Baseline Assessments
- Interim Assessments
- Formal and Informal Assessments
- Student authentic work samples based on progress monitoring of skills
- Student data chats
- Classroom Walkthroughs
- Teacher Data Chat/Logs
- 2014 Civics EOC

**G11.** Our goal for the 2013-2014 school year is to identify the early warning signs in an effort to increase students' academic and behavioral success at school.

**G11.B1** Results from the 2012-2013 attendance data reveals that 68 of the students (5%) missed 10% or more of available instructional time due to the lack of support and limited awareness of what constitutes an excused absence and/or tardy on the part of the parents of chronically absent or truant students.

**G11.B1.S1** Administration and Student Services will ensure that: • Students and parents will receive the Board rules on attendance during opening of school orientations and student agenda handbooks. • Identify and refer students who may be developing a pattern of Non-attendance and/or tardiness for intervention services through the Student Services Department.

### **Action Step 1**

Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.

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

Students and Teachers

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

Quarterly

#### **Evidence of Completion**

Attendance Intervention Report and Attendance Bulletins

### **Action Step 2**

Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).

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

Students, Parents, Teachers, Counselors and Administration

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

Weekly

#### **Evidence of Completion**

Attendance Intervention Report and Attendance Bulletins

#### **Facilitator:**

Volunteer Liaison and Attendance Review Committee

#### **Participants:**

Parents and community members

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

Monitor the student attendance and tardies

#### Person or Persons Responsible

Students, Parents, Attendance Clerk, and Student Service Department

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

- Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins
- PTSA Constant Contact Reports

### Plan to Monitor Effectiveness of G11.B1.S1

Monitor the effectiveness and implementation of the identified strategies.

#### Person or Persons Responsible

Attendance Clerk, Student Service Department, and the Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

- Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins
- PTSA Constant Contact Reports

**G11.B2** Results from the 2012-2013 referral data reveals that 96 of the students (7%) received one or more behavioral referrals that lead to suspensions. Additionally, that 170 of the students (12%) received two or more behavioral referrals due to lack of parental support in holding students accountable for their inappropriate behaviors, poor judgment, lack of motivation, following classroom expectations and standards, and putting forth maximum effort in the classroom setting.

**G11.B2.S1** Increasing communication and dialogue with parents regarding students' behavioral patterns at the school.

**Action Step 1**

Implement an academically enriched SCSi program

**Person or Persons Responsible**

Teachers and Student Service Department

**Target Dates or Schedule**

Daily

**Evidence of Completion**

- Daily Attendance Bulletins
- Student authentic work samples based on progress monitoring of skills
- Technology tools and educational programs
- Referral reports
- Student data chats

**Action Step 2**

Hold informational orientations and workshops on the Student Code of Conduct and the referral process.

**Person or Persons Responsible**

Student Service Department and Administration

**Target Dates or Schedule**

Semi-Annually

**Evidence of Completion**

- Student orientation logs
- PTSA Workshops
- PTSA Agendas

**Facilitator:**

Student Service Department

**Participants:**

All Students, Teachers, and Parents

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

Monitor the fidelity and implementation of the identified strategies

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

Students, Parents, SCSJ Teacher, and Counselors

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

Weekly

#### **Evidence of Completion**

• Daily Attendance Bulletins • Referral Database

### **Plan to Monitor Effectiveness of G11.B2.S1**

Monitor the implementation and effectiveness of the identified strategies.

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

Student Service Department, SCSJ Teacher, and the Administration

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

Monthly

#### **Evidence of Completion**

• Daily Attendance Bulletins • Referral Database



**G11.B3** Results from the 2012-2013 academic data reveals that 42 of the students (3%) failed a math course, 24 of the students (2%) failed a Language Arts course, and 29 of the students (2%) failed two or more courses in any subject area. Academic failure in grades 6 -8 is due to the limited vocabulary, poor writing, limited foundational math skills, and poor reading comprehension skills.

**G11.B3.S1** Holding students accountable for their unsatisfactory academic performance in middle grades courses.

**Action Step 1**

Increase communication and dialogue with parents/guardians of students who have failed courses.

**Person or Persons Responsible**

Teachers, Student Service Department, and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

- Student Schedules • Course Recovery Student List • Progress Reports • Report Cards • Student Case Management History

**Action Step 2**

Double dosing students into failed courses during the school day.

**Person or Persons Responsible**

Students, Teachers, Student Service Department, and the Administration

**Target Dates or Schedule**

Annually

**Evidence of Completion**

- Student Schedules • Course Recovery Student List • Progress Reports • Report Cards

### **Plan to Monitor Fidelity of Implementation of G11.B3.S1**

Monitor students', who failed courses, academic progress to ensure the fidelity of the implementation of identified strategies.

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

Students, Parents, Teachers, Student Service Department

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

Weekly

#### **Evidence of Completion**

• Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat

### **Plan to Monitor Effectiveness of G11.B3.S1**

Conduct review of students' progress and ensure the implementation and effectiveness of identified strategies.

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

Teachers, Student Service Department, and the Administration

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

Quarterly

#### **Evidence of Completion**

• Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs • 2014 FCAT Assessments

**G12.** Our goal for the 2013-2014 school year is to increase the percentage of parent involvement.

**G12.B1** Anticipated barriers include parents' differing schedules making it difficult to for them to attend workshops.

**G12.B1.S1** In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

**Action Step 1**

Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.

**Person or Persons Responsible**

PTSA and Activity Director

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Master Calendar

**Action Step 2**

Utilize the Parent Connection, Constant Contact to inform parents of various events.

**Person or Persons Responsible**

PTSA and Activity Director

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign in sheets, volunteer log

**Facilitator:**

Volunteer Liaison and PTSA President

**Participants:**

All Faculty and Volunteers

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

Monitor the fidelity and implementation of the identified strategies.

**Person or Persons Responsible**

PTSA Administrative Liaison

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Connect Ed calls, review of sign in sheets, constant contact emails.

### **Plan to Monitor Effectiveness of G12.B1.S1**

Continue to monitor the effectiveness of the identified strategies.

**Person or Persons Responsible**

PTSA Administrative Liaison and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Constant Contact, review of sign in sheets, parent membership, school master calendar, and Connect-ed calls.

## 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

Southwood Middle School is not a Title I school. However, our student service department works eagerly to assist and provide resources for all students, including homeless students with special needs (immunization, clothing, federal lunch programs, show wear, wavering of fees etc).

## 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 Reading FCAT 2.0 and AMO calculations indicate that 69% of students made adequate yearly progress. The goal is to increase student achievement on the 2014 FCAT 2.0.

**G1.B1** Results of the 2013 Reading FCAT 2.0 and AMO calculations indicate that specific subgroups such as Hispanic (72%), Asian (81%) and ELL (24%) did not make adequate yearly progress. The barrier is students native language and the parents inability to speak the English language.

**G1.B1.S1** Through explicit instruction teachers will target areas of weakness as well as using structured small group intervention.

### PD Opportunity 1

Conduct on going review of students' progress through data analysis of the following assessments: Baseline Assessment, Fall Interim, Winter Interim and mini assessments.

#### Facilitator

In-house Trainer and Reading Specialist

#### Participants

Reading, ESOL, and SPED Teachers

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

- Edusoft and Thinkgate Data reports - Student reports from Achieve 3000 & Reading Plus - Differentiated Instruction Templates

**G1.B6** Results of the 2013 Reading FCAT 2.0 demonstrates that 70% of students made learning gains. The barrier is limited access to cross curricular assignments/enrichment activities that focus on school wide areas in need of improvement.

**G1.B6.S1** Utilizing data chats with students to target weaknesses while fostering individual ownership of student achievement.

### **PD Opportunity 1**

Conduct data chats with individual students after formal assessments.

#### **Facilitator**

Department Chairs

#### **Participants**

All Teachers

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

Quarterly

#### **Evidence of Completion**

- Student data chat forms - Baseline Assessment - Interim Assessment - FAIR data - mini assessments - Reading Plus Assessments and Reports - Student work samples - Classroom Walkthroughs -Data chats/Logs - 2014 FCAT 2014 FCAT Reading Assessment

**G2.** The results of the 2013 Writing FCAT 2.0 Exam demonstrates that 321 (64%) of the eighth grade students scored at a level 3.5 or above. The goal is to increase the percentage of students scoring at 3.5 or more on the 2014 FCAT Writing 2.0 Exam by 4%

**G2.B1** The area of deficiency for students scoring at or above 3.5 on the FCAT 2.0 Writing Assessment was conventions.

**G2.B1.S1** Students will be given explicit instruction in the use of graphic organizers to plan writing, small group instruction utilizing peer editing process, how to respond to a piece of literature or visual media through writing a reflective response and a school wide grammar plan aligned to the Common Core and Next Generation Sunshine State Standards will be implemented.

### **PD Opportunity 1**

School wide grammar action plan

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

All Teachers

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

Daily

#### **Evidence of Completion**

Authentic student work samples Lesson Plans Classroom Walkthroughs 2014 FCAT Writing Assessment Mini Assessments

### **PD Opportunity 2**

Writing across the curriculum ( focus, voice, persuasive and expository writing styles)

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

All Teachers

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

Weekly

#### **Evidence of Completion**

Authentic student work samples Lesson Plans Classroom Walkthroughs 2014 FCAT Writing Assessment



**G3.** The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 675 students (58%) scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase the number of proficient students on the 2014 FCAT 2.0

**G3.B7** Results of the 2013 FCAT 2.0 Mathematics Assessment depicts that 57% of the students, within our lowest quartile, made learning gains. The area of deficiency is the limited number of student participation in intervention programs such as Intensive Math.

**G3.B7.S1** Provide intervention programs focusing on weakest benchmarks and addressing the deficiencies through small group instruction.

### **PD Opportunity 1**

Track the lowest quartile through data analysis of the following assessments: Baseline Assessment, Interim Assessments, and Mini-Assessments.

#### **Facilitator**

Department Chairs and Administration

#### **Participants**

All Teachers and Student Services

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

Monthly

#### **Evidence of Completion**

• Baseline Assessment • Interim Assessments • Mini-Assessments • Topic Mini-Assessments • Student Authentic Work Samples • Student Data Chats

**G4.** Our goal is to increase the number of students enrolled in Middle School accelerated courses.

**G4.B1** Limited student participation due to parental acceptance to accelerated in both Math and Science simultaneously.

**G4.B1.S1** In an effort to increase participation in Middle School accelerated courses, the administration will work with the teachers during the articulation process to accelerate students in math and science accelerated courses.

**PD Opportunity 1**

Hold parent informational nights to encourage and disseminate information on middle school accelerated courses.

**Facilitator**

Math Teachers & Department Chair

**Participants**

Teachers, Parents, and Students

**Target Dates or Schedule**

September 25, 2013

**Evidence of Completion**

An increase in student participation in middle school accelerated courses during the 2014-2015 school year.

**PD Opportunity 2**

Encourage students to select advanced and accelerated courses during the articulation process.

**Facilitator**

Department Chairs and Counselors

**Participants**

All Teachers

**Target Dates or Schedule**

Spring - February 2014 through March 2014

**Evidence of Completion**

An increase in student participation in middle school accelerated courses during the 2014-2015 school year.

**G7.** The result of the 2013 FCAT Science 2.0 Assessment indicates that 296 of the students (59%) achieved proficiency. Our goal is to increase the number of students scoring at proficiency.

**G7.B2** The result of the 2013 FCAT Science Assessment indicates that 181 of the students (36%) achieved proficiency at or above Achievement Level 4. Due to the limited exposure to life science experiences and explorations, the area of deficiency as noted by two years of trend data has been Life Science.

**G7.B2.S1** Through project based learning, students will explore Life Science content by incorporating lab investigations and field studies.

### **PD Opportunity 1**

Utilize Discovery Education, Gizmos, FCAT Explorer, and technology tools to enhance mastery of skills through project based learning activities.

#### **Facilitator**

Science and Math Department Chairs

#### **Participants**

All Teachers

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

Weekly

#### **Evidence of Completion**

• Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices, Discovery Education • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat

**G8.** Our goal is to increase the number of collaborative interdisciplinary lessons involving Science, Mathematics, and Computer Assisted Learning.

**G8.B1** Limited student participation in SECME clubs.

**G8.B1.S1** In conjunction with the PTSA: • Advertise and encourage parents to attend parent workshops on how to prepare students for higher level High School STEM courses. • Advertise and encourage students to participate in the SECME club. • Increase the number of interdisciplinary lessons which involve the mathematics and science departments.

**PD Opportunity 1**

Infuse STEM courses within the curriculum.

**Facilitator**

Math and Science Department Chairs

**Participants**

Science, Technology, and Mathematics Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans, activities calendar, and computer lab utilization logs

**G9.** Our goal for the 2013-2014 school year is to increase the number of students who actively participate in career oriented clubs and organizations.

**G9.B1** Anticipated barriers are the following: • Students who wish to participate in the extracurricular activities may lack transportation after school. • Students may not be aware of the importance of becoming involved in career-oriented activities.

**G9.B1.S1** In an effort to increase the number of students participating in CTE courses: • Strive to ensure that career education units are taught within the elective courses and that CTE course offering are offered for students. • Advertise the career clubs such as FBLA and SECME via the closed circuit television system.

### **PD Opportunity 1**

Provide orientations and informational meetings regarding career oriented clubs and course offerings.

#### **Facilitator**

Activities Director, SECME and FBLA Club Sponsors

#### **Participants**

All teachers and students through grade level orientations

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

Quarterly

#### **Evidence of Completion**

• Students membership in the extracurricular activities offered after school, such as SECME and FBLA. • Students awareness survey

**G10.** Our goal is to increase the number of students scoring proficiency, Achievement Level 3 or above, on the 2014 Civics EOC.

**G10.B1** The area of deficiency for the students scoring proficiency is the minimal exposure to Civic issues prior to 7th grade.

**G10.B1.S1** • Emphasize problem solving and inquiry-based learning; research-based activities on a public policy issues and current events; • Provide opportunities for students to examine opposing points of view on a public policy issues; and provides opportunities for students to write to inform and to persuade. • Provide classroom activities which help students develop and understanding of the content-specific vocabulary taught in government/civics. • Provide opportunities for students to interpret graphs, charts, maps, timeline, media clips, and political cartoons. • Provide activities such as media clips to allow students to interpret secondary sources of information.

### **PD Opportunity 1**

Utilize Civics Today during instructional lessons.

#### **Facilitator**

PD Liaison, In-House Trainers

#### **Participants**

Civics teachers

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

Monthly

#### **Evidence of Completion**

Lesson plans, products of informal and formal assessments, student authentic work samples.

**G11.** Our goal for the 2013-2014 school year is to identify the early warning signs in an effort to increase students' academic and behavioral success at school.

**G11.B1** Results from the 2012-2013 attendance data reveals that 68 of the students (5%) missed 10% or more of available instructional time due to the lack of support and limited awareness of what constitutes an excused absence and/or tardy on the part of the parents of chronically absent or truant students.

**G11.B1.S1** Administration and Student Services will ensure that: • Students and parents will receive the Board rules on attendance during opening of school orientations and student agenda handbooks. • Identify and refer students who may be developing a pattern of Non-attendance and/or tardiness for intervention services through the Student Services Department.

### **PD Opportunity 1**

Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).

#### **Facilitator**

Volunteer Liaison and Attendance Review Committee

#### **Participants**

Parents and community members

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

Weekly

#### **Evidence of Completion**

Attendance Intervention Report and Attendance Bulletins

**G11.B2** Results from the 2012-2013 referral data reveals that 96 of the students (7%) received one or more behavioral referrals that lead to suspensions. Additionally, that 170 of the students (12%) received two or more behavioral referrals due to lack of parental support in holding students accountable for their inappropriate behaviors, poor judgment, lack of motivation, following classroom expectations and standards, and putting forth maximum effort in the classroom setting.

**G11.B2.S1** Increasing communication and dialogue with parents regarding students' behavioral patterns at the school.

### **PD Opportunity 1**

Hold informational orientations and workshops on the Student Code of Conduct and the referral process.

#### **Facilitator**

Student Service Department

#### **Participants**

All Students, Teachers, and Parents

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

Semi-Annually

#### **Evidence of Completion**

- Student orientation logs
- PTSA Workshops
- PTSA Agendas



**G12.** Our goal for the 2013-2014 school year is to increase the percentage of parent involvement.

**G12.B1** Anticipated barriers include parents' differing schedules making it difficult for them to attend workshops.

**G12.B1.S1** In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

**PD Opportunity 1**

Utilize the Parent Connection, Constant Contact to inform parents of various events.

**Facilitator**

Volunteer Liaison and PTSA President

**Participants**

All Faculty and Volunteers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign in sheets, volunteer log

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total   |
|-------|--|---------|
| G4.   | Our goal is to increase the number of students enrolled in Middle School accelerated courses.  | \$3,600 |
| G7.   | The result of the 2013 FCAT Science 2.0 Assessment indicates that 296 of the students (59%) achieved proficiency. Our goal is to increase the number of students scoring at proficiency. | \$1,500 |
| G11.  | Our goal for the 2013-2014 school year is to identify the early warning signs in an effort to increase students' academic and behavioral success at school.                              | \$3,000 |
| Total |  | \$8,100 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Evidence-Based Materials | Technology | Total   |
|----------------|------------------------|--------------------------|------------|---------|
| SAC committee  | \$3,600                | \$3,000                  | \$0        | \$6,600 |
| Administration | \$0                    | \$0                      | \$1,500    | \$1,500 |
| Total          | \$3,600                | \$3,000                  | \$1,500    | \$8,100 |

### Budget Details

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

**G4.** Our goal is to increase the number of students enrolled in Middle School accelerated courses.

**G4.B2** Limited student performance due inability to access computer for practice opportunities during school hours.

**G4.B2.S1** To allocate student access to out computer labs after school hours.

#### Action Step 1

Provide an activities bus to facilitate student participation in the open computer labs after school.

#### Resource Type

Evidence-Based Program

#### Resource

Transportation

#### Funding Source

SAC committee

#### Amount Needed

\$3,600

**G7.** The result of the 2013 FCAT Science 2.0 Assessment indicates that 296 of the students (59%) achieved proficiency. Our goal is to increase the number of students scoring at proficiency.

**G7.B2** The result of the 2013 FCAT Science Assessment indicates that 181 of the students (36%) achieved proficiency at or above Achievement Level 4. Due to the limited exposure to life science experiences and explorations, the area of deficiency as noted by two years of trend data has been Life Science.

**G7.B2.S1** Through project based learning, students will explore Life Science content by incorporating lab investigations and field studies.

**Action Step 2**

Utilize Discovery Education, Gizmos, FCAT Explorer, and technology tools to enhance mastery of skills through project based learning activities.

**Resource Type**

Technology

**Resource**

Discovery Education Site License

**Funding Source**

Administration

**Amount Needed**

\$1,500

**G11.** Our goal for the 2013-2014 school year is to identify the early warning signs in an effort to increase students' academic and behavioral success at school.

**G11.B1** Results from the 2012-2013 attendance data reveals that 68 of the students (5%) missed 10% or more of available instructional time due to the lack of support and limited awareness of what constitutes an excused absence and/or tardy on the part of the parents of chronically absent or truant students.

**G11.B1.S1** Administration and Student Services will ensure that: • Students and parents will receive the Board rules on attendance during opening of school orientations and student agenda handbooks. • Identify and refer students who may be developing a pattern of Non-attendance and/or tardiness for intervention services through the Student Services Department.

### **Action Step 2**

Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

2014-2015 Student Agenda Books

#### **Funding Source**

SAC committee

#### **Amount Needed**

\$3,000