



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Henry H. Filer Middle School

531 W 29TH ST

Hialeah, FL 33012

305-822-6601

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

School Demographics

| | | |
|-------------------------------------|-----------------------------|---|
| School Type Middle School | Title I Yes | Free and Reduced Lunch Rate 95% |
| Alternative/ESE Center No | Charter School No | Minority Rate 99% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 C | 2012-13 C | 2011-12 B | 2010-11 A |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| 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

Henry H. Filer Middle School

Principal

Emirce Ladaga

School Advisory Council chair

Frances Moore

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

| Name | Title |
|---------------------|--------------------------------|
| Emirce Ladage | Principal |
| Jesus Aviles | Assistant Principal |
| Jacqueline Villazon | Assistant Principal |
| Ruben Caceres | Language Arts Department Chair |
| Cruz Philippe | Mathematics Department Chair |
| Odalys Fernandez | SPED Department Chair |
| Carmen Coleman | School Psychologist |
| Erika Baltar | School Social Worker |
| Jessica Vazquez | TRUST Counselor |
| Christine Estrada | Counselor |

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 Principals (2)
 United Teachers of Dade (1)
 Teacher (5)
 Alternate Teacher (1)

Educational Support Employee (1)
Alternate Educational Support Employee (1)
Parent (5)
Alternate Parent (1)
Student (1)
Alternate Student (1)
Business/Community Representative (3)

Involvement of the SAC in the development of the SIP

Members of the SAC met to review and discuss the School Improvement Plan and all voting members present approved the SIP as written.

Activities of the SAC for the upcoming school year

During the 2013-2014 school year, the SAC will reach out to the community to obtain more partners, discuss issues relating to school safety and discipline, monitor the progress of the School Improvement Plan's objectives, sponsor drives to increase parental involvement

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

\$2999- Student Incentives
\$1500 - Brain Pop
\$500 - Novels

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:

Emirce Ladaga

Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

Degrees: Master of Science in Educational Leadership, Bachelor of Arts in English 5-9 and English 6-12
 Certifications: Exceptional Student Education

Performance Record

2013 – School Grade: D
 Rdg. Proficiency, 30%
 Math Proficiency, 26%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 62 points
 Math Imp. of Lowest 25% - 69 points
 Rdg. AMO –42
 Math AMO–48
 2012 – School Grade: D
 Rdg. Proficiency, 29%
 Math Proficiency, 22%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO –36
 Math AMO–31
 2011
 School Grade: C
 AYP: N
 High Standards Rdg: 41
 High Standards Math: 35
 Learning Gains - Rdg: 60
 Learning Gains - Math: 58
 Gains-Rdg 25%: 74
 Gains- Math 25%: 71
 2010
 School Grade: D
 AYP: N
 High Standards Rdg: 40
 High Standards Math: 38
 Learning Gains - Rdg: 57
 Learning Gains - Math: 60
 Gains-Rdg 25%: 64
 Gains- Math 25%: 64
 2009
 School Grade: C
 AYP: N
 High Standards Rdg: 38

High Standards Math: 37
Learning Gains - Rdg: 61
Learning Gains - Math: 59
Gains-Rdg 25%: 76
Gains- Math 25%: 69

Jacqueline Villazon

Asst Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

Degrees: Master of Science in
Educational Leadership, Bachelor of Arts in Specific Learning
Disabilities
Endorsement: Gifted Education

Performance Record

2013 – School Grade: C
Rdg. Proficiency, 44%
Math Proficiency, 45%
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 64 points
Rdg. Imp. of Lowest 25% -
59 points
Math Imp. of Lowest 25% -
66 points
Rdg. AMO –57
Math AMO–58
2012 – School Grade: B
Rdg. Proficiency, 47%
Math Proficiency, 53%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 75 points
Rdg. Imp. of Lowest 25% -
69 points
Math Imp. of Lowest 25% -
74 points
Rdg. AMO –52
Math AMO–54
2011
School Grade: A
AYP: N
High Standards Rdg: 61
High Standards Math: 63
Learning Gains - Rdg: 66
Learning Gains - Math: 70
Gains-Rdg 25%: 71
Gains- Math 25%: 76
2010
School Grade: A
AYP: N
High Standards Rdg: 70
High Standards Math: 65
Learning Gains - Rdg: 69
Learning Gains - Math: 71
Gains-Rdg 25%: 71
Gains- Math 25%: 77
2009
School Grade: B
AYP: N

High Standards Rdg: 66
 High Standards Math: 56
 Learning Gains - Rdg: 64
 Learning Gains - Math: 54
 Gains-Rdg 25%: 64
 Gains- Math 25%: 62

Jesus Aviles

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Degrees: Specialist in School Psychology, Master of Science in Psychology, Bachelor of Science in Criminology and Political Science.
 Certifications: Educational Leadership School Psychology K-12

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 44%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 59 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO –57
 Math AMO–58
 2012 – School Grade: B
 Rdg. Proficiency, 47%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains 75 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO –52
 Math AMO–54
 2011
 School Grade: A
 AYP: N
 High Standards Rdg: 61
 High Standards Math: 63
 Learning Gains - Rdg: 66
 Learning Gains - Math: 70
 Gains-Rdg 25%: 71
 Gains- Math 25%: 76

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

59

receiving effective rating or higher

59, 100%

Highly Qualified Teachers

76%

certified in-field

45, 76%

ESOL endorsed

18, 31%

reading endorsed

12, 20%

with advanced degrees

, 0%

National Board Certified

1, 2%

first-year teachers

2, 3%

with 1-5 years of experience

2, 3%

with 6-14 years of experience

32, 54%

with 15 or more years of experience

24, 41%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Individuals interested in obtaining a teaching position at Henry H. Filer will meet with the principal and assistant principal in an interview where questions will be asked in relation to the vision and mission of our school and how they relate to these. Additionally, the principal will ensure that the individual is certified in the subject area where they will be assigned.

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

Beginning teachers will be paired with veteran teachers who are MINT trained and who will guide them through their first year as an educator. Bi-weekly meetings will take place between both professionals. During these meetings, pacing guides and lesson plans will be reviewed to ensure that both are mirroring each other. There will be an opportunity during these meetings to answer questions that may arise. Once a month, all beginning teachers will meet with the assistant principal over curriculum as well.

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

Tier 1:

- 1) Hold regular meetings where problem solving is the sole focus.
- 2) Ensure that students in need of intervention are actually receiving appropriate supplemental interventions.
- 3) Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.

Tier 2:

- 1) Review ongoing progress monitoring data for intervention groups to evaluate group and individual student response.
- 2) Support interventions where there is not an overall positive group response.
Select students for SST Tier 3 intervention.

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

- 1) Emirce Ladaga (Principal)
- 2) Jesus Aviles (Assistant Principal) - schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
- 3) Ruben Caceres (Language Arts Teacher/Test Chairperson) - carry out SIP planning and MTSS problem solving
- 4) Cruz Philippe (Mathematics Teacher) - carry out SIP planning and MTSS problem solving
- 5) Odalys Fernandez (SPED Chairperson) - carry out SIP planning and MTSS problem solving
- 6) Carmen Coleman (School Psychologist) - carry out SIP planning and MTSS problem solving
- 7) Erika Baltar (School Social Worker) - carry out SIP planning and MTSS problem solving
- 8) Jessica Vazquez (TRUST Counselor) - carry out SIP planning and MTSS problem solving
- 9) Christine Estrada (Counselor) - carry out SIP planning and MTSS problem solving

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

The MTSS/RtI and Literacy Leadership Team will meet on a bi-monthly basis to discuss and identify students who are at risk for failure by using screening utilizing instruments such as Curriculum-Based measurement. The Leadership Team will engage in the development of high yield instructional strategies to enhance academic success. The team will further monitor, maintain, and modify progress data, and identify professional growth activities to increase staff readiness level in critical instruction, focus areas, and student behavioral concerns. Students will be given sample tests composed of material from their academic curriculum. Once the at-risk students are identified, interventions and strategies will be implemented to address the concerns. Representatives from the MTSS/RtI and Literacy Leadership Team will meet with departments in the school in order to organize and evaluate the progress. The departments will work in collaboration to problem solve and increase the level of interventions as needed. Diagnostic assessments will be administered and evaluated on an on-going basis.

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 (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Bi-weekly Progress Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Interim assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Student referrals for behavior
- Office referrals per day per month
- School 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

- 1) The school will participate in the MTSS district professional development which consists of:
- a) Administrators and MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
 - b) Staff will participate in the Florida RtI Online training which provides a network of ongoing support for RtI.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 17,160

Title III, ELL tutoring is scheduled to begin in October and will be offered to all ELL students in the areas of Mathematics, Science, and Social Studies.

Strategy Purpose(s)

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

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

Data from the Fall and Winter Interim Assessments will be analyzed for the students participating in tutoring. Instruction will then be modified, if needed, to address areas of weakness.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, ELL Department Chair

Literacy Leadership Team (LLT)

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

| Name | Title |
|---------------|-----------|
| Emirce Ladaga | Principal |

| Name | Title |
|---------------------|---------------------------------|
| Jesus Aviles | Assistant Principal |
| Jacqueline Villazon | Assistant Principal |
| Odalys Fernandez | SPED Department Chair |
| Susana Gonzalez | ELL Department Chair |
| Ruben Caceres | Language Arts Department Chair |
| Cruz Philippe | Mathematics Department Chair |
| Thais Garcia | Science Department Chair |
| Georgina Triana | Social Studies Department Chair |
| Jesse Walker | Electives Department Chair |
| Leticia Zayas | Team Leader |
| Marie Robinson | Team Leader |
| Jeffrey Bernstein | Team Leader |
| Arissa Horgan | Team Leaders |
| Islande Franck | Team Leader |
| Zaida Schuetze | Team Leader |
| Monica Villar | Activities Director |
| Christine Estrada | Counselor |
| Jessica Vazquez | TRUST Counselor |
| Frances Moore | EESAC Chair |

How the school-based LLT functions

Henry H. Filer Middle School's Literacy Leadership Team meets on a weekly basis. The weekly agenda is prepared with input from the team members and addresses school wide concerns. Team members share information in department and team meetings that are scheduled weekly. The role of the team is to contribute to the continuous improvement of student learning and the school environment while promoting a culture of literacy in the school. Team members will be expected to identify areas for curriculum improvement that will ensure the success of transferring skills into the context of content-area materials.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team for this year are:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Introduce the implementation of the Common Core Standards in all content areas.
- Implementation of the College Board's Springboard Program in all advanced and gifted Language Arts and Mathematics classes in grades 6-8.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.

- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPEGS Goal Setting form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Every Teacher Contributes to Reading Instruction

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

Henry H. Filer Middle School will implement the following in ensuring every teacher contributes to the reading improvement of every student:

- Work in collaboration to plan and integrate all subject areas across the curriculum
- Math, Science, and Social Studies teachers will work with Reading teachers to incorporate reading strategies during the daily instructions
- Math, Science, and Social Studies teachers will use note-taking techniques for students to interpret and analyze Science and Math vocabulary and concepts

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

Henry H. Filer Middle School offers elective courses in Graphic Arts, LEGO Robotics, Spanish, Computers, Family and Consumer Sciences, Dance, and Physical Education. Through these course and the infusion of the Common Core Standards and College Readiness Standards, students are able to make the connection between subject and relevance to their future.

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

Through the United States History course, all 8th Grade students complete activities using the Career Cruiser resource guide. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals.

Strategies for improving student readiness for the public postsecondary level

Students will be exposed to career readiness topics within their electives courses. Furthermore, all 8th grade students will meet with their grade level counselor at least once throughout the school year to discuss high school and college goals as well as provide them with information on how to better prepare themselves for both.

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 | 57% | 44% | No | 61% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 58% | 38% | No | 63% |
| Hispanic | 56% | 44% | No | 60% |
| White | 62% | 45% | No | 66% |
| English language learners | 33% | 21% | No | 40% |
| Students with disabilities | 37% | 14% | No | 43% |
| Economically disadvantaged | 56% | 43% | No | 60% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 284 | 24% | 37% |
| Students scoring at or above Achievement Level 4 | 211 | 18% | 24% |

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% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 64% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 59% | 63% |

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) | 170 | 38% | 44% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 105 | 23% | 31% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 77 | 18% | 26% |

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 | 120 | 31% | 38% |
| 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 | 58% | 45% | No | 63% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 50% | 31% | No | 55% |
| Hispanic | 58% | 45% | No | 63% |
| White | 62% | 36% | No | 66% |
| English language learners | 43% | 27% | No | 48% |
| Students with disabilities | 38% | 17% | No | 45% |
| Economically disadvantaged | 57% | 44% | No | 61% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 216 | 22% | 27% |
| Students scoring at or above Achievement Level 4 | 129 | 13% | 15% |

Florida Alternate Assessment (FAA)

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

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 64% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 66% | 69% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | | 94% | 95% |
| Middle school performance on high school EOC and industry certifications | | 92% | 93% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 72 | 41% | 42% |
| Students scoring at or above Achievement Level 4 | 89 | 51% | 51% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|-------------------------------------|---------------|
| Students scoring at Achievement Level 3 | | [data excluded for privacy reasons] | 0% |
| Students scoring at or above Achievement Level 4 | | [data excluded for privacy reasons] | 0% |

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 73 | 19% | 24% |
| Students scoring at or above Achievement Level 4 | 65 | 17% | 19% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 0% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 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) | | | |
| Participation in STEM-related experiences provided for students | | | |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 523 | 48% | 55% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 0% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 0% | 0% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 2 | 4% | 6% |

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 140 | 12% | 11% |
| Students who fail a mathematics course | 89 | 7% | 6% |
| Students who fail an English Language Arts course | 38 | 3% | 2% |
| Students who fail two or more courses in any subject | 51 | 4% | 3% |
| Students who receive two or more behavior referrals | 206 | 18% | 17% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 211 | 17% | 16% |

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

NA

Specific Parental Involvement Targets

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

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 44% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Reading is to increase the percentage of students meeting AMO by 17 percentage points to 61%.
- G2.** On the 2013 FCAT Writing, 31% of students at Henry H. Filer Middle School met proficiency. Our goal for the 2014 FCAT Writing is to increase the percentage of students meeting AMO by 7 percentage points to 38%.
- G3.** On the 2013 FCAT 2.0 Mathematics or EOC, 45% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Mathematics or EOC is to increase the percentage of students meeting AMO by 18 percentage points to 63%.
- G4.** Data from the 2013 Algebra EOC indicates that 94% of students were enrolled in our middle school acceleration program. Our goal for 2014 is to increase the percentage of students participating by 1 percentage point to 95%.
- G5.** Performance data from the 2013 Algebra EOC indicates that 92% of our students scored at a Level 3 or above on the Algebra EOC. Our goal for the 2014 Algebra EOC is to increase our Level 3 or above performance by 1 percentage point to 93%.
- G6.** Our goal for the 2013-2014 school year is to increase 8th Science proficiency on FCAT 2.0 from 36% (138) to 43%.
- G7.** Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences provided to students by 10%.
- G8.** Our goal for the 2013-2014 school year, is to increase student participation in Career and Technical Education as well as in Industry Certification courses.
- G9.** Our goal for the 2013-2014 school is to implement alternatives to suspension programs that will, in turn, improve student attendance in school.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 44% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Reading is to increase the percentage of students meeting AMO by 17 percentage points to 61%.

Targets Supported

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

Resources Available to Support the Goal

- FCAT Explorer
- Language Arts Department Chair
- Professional Development Liaison
- Voyager
- Dictionaries

Targeted Barriers to Achieving the Goal

- The results of the 2013 Reading FCAT 2.0 indicate that students in the Black, Hispanic, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 38% of students in the Black subgroup, 44% of the students in the Hispanic subgroup, 21% of students in the ELL subgroup, 14% of students in the SWD subgroup, and 43% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 63%, Hispanic subgroup - 44%, White subgroup - 45%, ELL subgroup - 21%, SWD subgroup - 14%, and ED subgroup - 43%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 for Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- The results of the 2013 Reading FCAT 2.0 indicate that 24% (284) of students scored a Level 3 on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 24%. The area of deficiency for students scoring a Level 3 on FCAT 2.0 was Reporting Category 3: Literary Analysis due to the need for students to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.
- The results of the 2013 Reading FCAT 2.0 indicate that 18% (211) of students scored a Level 4 or above on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 24%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 2: Reading Application due to the need for students to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- The results of the 2013 Reading FCAT 2.0 indicate that 64% of students made learning gains. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students making learning gains to 68%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 1: Vocabulary due to the need for students to identify advanced word/phrase relationships and their meanings effectively to then analyze text.
- The results of the 2013 Reading FCAT 2.0 indicate that 59% of the lowest 25% students made learning gains. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students in the lowest 25% making learning gains to 63%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 2: Reading Application due to the need for students to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The area of deficiency for students proficient in Listening/Speaking, as noted on the 2013 CELLA data, is student's inability to use multiple strategies to develop grade-appropriate vocabulary.
- The area of deficiency for students proficient in Reading, as noted on the 2013 CELLA data, is student's inability to identify relationships between concepts related to their reading, as well as their inability to independently realize when to use a specific reading skill or strategy.
- The area of deficiency for students proficient in Writing, as noted on the 2013 CELLA data, is the development of support, word choice, and grammar skills based on their limited exposure to the English language.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improved performance on interim assessments, on the 2014 FCAT 2.0 Reading, and the 2014 CELLA

G2. On the 2013 FCAT Writing, 31% of students at Henry H. Filer Middle School met proficiency. Our goal for the 2014 FCAT Writing is to increase the percentage of students meeting AMO by 7 percentage points to 38%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing camp
- Weekly writing prompts

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the administration of the 2013 Writing FCAT 2.0 was a need for students to make a plan for writing that prioritizes ideas and addresses purpose as well as generating ideas from multiple sources.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improved performance on the interim assessments and on the 2014 FCAT Writing.

G3. On the 2013 FCAT 2.0 Mathematics or EOC, 45% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Mathematics or EOC is to increase the percentage of students meeting AMO by 18 percentage points to 63%.

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

- Reflex Math
- iPrep Math Lab
- Manipulatives
- GIZMOS

Targeted Barriers to Achieving the Goal

- The results of the 2013 Mathematics FCAT 2.0 indicate that students in the Black, Hispanic, White, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 31% of students in the Black subgroup, 45% of the students in the Hispanic subgroup, 36% of students in the White subgroup, 27% of students in the ELL subgroup, 17% of students in the SWD subgroup, and 44% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 55%, Hispanic subgroup - 63%, White subgroup - 66%, ELL subgroup - 48%, SWD subgroup - 45%, and ED subgroup - 61%. The area of deficiency as noted on the 2013 Mathematics FCAT 2.0 for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations.
- The results of the 2013 Mathematics FCAT 2.0 indicate that 22% (216) of students scored a Level 3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 42%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations..
- The results of the 2013 Mathematics FCAT 2.0 indicate that 13% (129) of students scored a Level 4 or above. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 21%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement due to limited opportunities for mathematical explorations. .
- The results of the 2013 Mathematics FCAT 2.0 indicate that 64% of students made learning gains. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students making learning gains to 69%. The area of deficiency as noted by the 2013 Mathematics FCAT 2.0 was in Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations.
- The results of the 2013 Mathematics FCAT 2.0 indicate that 66% of students in the lowest 25 percentile made learning gains. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students in the lowest 25% making learning gains to 68%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations. .

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improved performance on interim assessments and on the 2014 FCAT 2.0 Mathematics

G4. Data from the 2013 Algebra EOC indicates that 94% of students were enrolled in our middle school acceleration program. Our goal for 2014 is to increase the percentage of students participating by 1 percentage point to 95%.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- iPrep Math Lab
- Carnegie Learning
- TekBoards
- Smartboards

Targeted Barriers to Achieving the Goal

- Language barriers among our eligible ELL students is the most significant barrier in increasing participation in middle school accelerated courses.
- Performance data from the 2013 Algebra EOC indicates that 92% of our students scored at a proficiency level. Language barriers among our eligible ELL students is the most significant barrier in increasing performance in middle school accelerated courses. The goal for the 2014 Algebra EOC is to increase the percentage of students scoring at a proficiency level by 1% to 93%.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improved performance on the 2014 Algebra EOC

G5. Performance data from the 2013 Algebra EOC indicates that 92% of our students scored at a Level 3 or above on the Algebra EOC. Our goal for the 2014 Algebra EOC is to increase our Level 3 or above performance by 1 percentage point to 93%

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Pearson Algebra I Honors Gold Textbooks
- Math Lab
- TekBoard
- Smartboards

Targeted Barriers to Achieving the Goal

- Data from the 2013 Algebra EOC indicate that 41% (71) of students enrolled in Algebra scored a Level 3. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need for proficiency in common mathematical language to formulate strategies in solving quadratics in real world situation. Our goal for the 2014 Algebra EOC is to increase the percentage of students scoring a Level 3 to 42%.
- Data from the 2013 Algebra EOC indicate that 51% (89) of students enrolled in Algebra scored a Level 4 or above. The area of deficiency as noted on the 2013 EOC was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need for proficiency in common mathematical language to formulate strategies in solving quadratics in real world situation. Our goal for the 2014 Algebra EOC is to maintain the percentage of students scoring a Level 4 or above at 51%.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improved performance on the 2014 Algebra EOC

G6. Our goal for the 2013-2014 school year is to increase 8th Science proficiency on FCAT 2.0 from 36% (138) to 43%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- GIZMOS
- Science Camp
- Media Center

Targeted Barriers to Achieving the Goal

- Performance data on the 2013 FCAT 2.0 Science indicates that 19% of students scored a Level 3. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 3 to 24%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.
- Performance data on the 2013 FCAT 2.0 Science indicates that 17% of students scored a Level 4 or above. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 4 or above to 19%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improved performance on the interim assessments and on the 2014 FCAT 2.0 Science.

G7. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences provided to students by 10%.

Targets Supported

- STEM

Resources Available to Support the Goal

- GIZMOS
- Field Trips
- Science Fairs

Targeted Barriers to Achieving the Goal

- The number of STEM-related experiences during the 2012-2013 school year were insufficient to provide meaningful experiences to students.
- The percent of students participating in STEM related experiences was insufficient to provide meaningful experiences to students.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increased percentage of students participating in STEM-related experiences.

G8. Our goal for the 2013-2014 school year, is to increase student participation in Career and Technical Education as well as in Industry Certification courses.

Targets Supported

- CTE

Resources Available to Support the Goal

- Career elective courses pamphlets

Targeted Barriers to Achieving the Goal

- Limited number of students eligible to participate in CTE courses due to the state mandate of participating in Intensive Reading, Intensive Mathematics, and Developmental Language Arts as a result of FCAT scores and/or ELL Level.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increased participation in CTE courses

G9. Our goal for the 2013-2014 school is to implement alternatives to suspension programs that will, in turn, improve student attendance in school.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- Community Involvement Specialist
- School for Special Instruction (CSI) Teacher

Targeted Barriers to Achieving the Goal

- Students missing 10 percent or more of available instructional time will decrease by 1 percentage point to 11%.
- Students failing 2 or more courses in any subject will decrease by 1 percentage point to 3%.
- Students receiving 2 or more behavioral referrals will decrease by 1 percentage point to 17%.

Plan to Monitor Progress Toward the Goal

Steps taken to address truancy issues will be revisited quarterly to ensure effectiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Reduction in the number of students with excessive absences.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 44% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Reading is to increase the percentage of students meeting AMO by 17 percentage points to 61%.

G1.B1 The results of the 2013 Reading FCAT 2.0 indicate that students in the Black, Hispanic, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 38% of students in the Black subgroup, 44% of the students in the Hispanic subgroup, 21% of students in the ELL subgroup, 14% of students in the SWD subgroup, and 43% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 63%, Hispanic subgroup - 44%, White subgroup - 45%, ELL subgroup - 21%, SWD subgroup - 14%, and ED subgroup - 43%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 for Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Utilize graphic organizers (note-taking, mapping); Summarization activities; Text marking (making margin notes and highlighting); Anchoring conclusions back to the text (explaining and justifying decisions); collaborate weekly with district personnel who are assisting in implementing strategies with greater fidelity

Action Step 1

Utilize graphic organizers (note-taking, mapping), summarization activities, text marking (making margin notes and highlighting), and anchoring conclusions back to the text (explaining and justifying decisions), Teacher will have students apply these strategies to a variety of texts.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Classroom assessments and District interim data reports Summative: Reading Plus Reports, Results from the 2014 FCAT 2.0 Reading

Facilitator:

Language Arts Department Chair Language Arts Teachers Instruction Review Team

Participants:

Language Arts and Reading Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Reading 2.0, Interim Assessments, quizzes, chapter tests, student work folders, District Interim Assessments, FCAT Explorer, Voyager Reports

G1.B2 The results of the 2013 Reading FCAT 2.0 indicate that 24% (284) of students scored a Level 3 on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 24%. The area of deficiency for students scoring a Level 3 on FCAT 2.0 was Reporting Category 3: Literary Analysis due to the need for students to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

G1.B2.S1 Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions; emphasize instruction that helps students build stronger arguments to support their answer; increase the amount of novels read focusing on informational text; collaborate weekly with district personnel who are assisting in implementing the targeted strategies with greater fidelity

Action Step 1

Provide students an opportunity to practice making inferences, drawing conclusion, and identifying implied main idea and author's purpose.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments, District interim data reports, student work folder Summative: Results from the 2014 FCAT 2.0 Reading

Facilitator:

Language Arts Department Chair Language Arts Teachers Instructional Review Team

Participants:

Language Arts and Reading Teachers

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

Formal and informal classroom observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Reading 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G1.B3 The results of the 2013 Reading FCAT 2.0 indicate that 18% (211) of students scored a Level 4 or above on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 24%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 2: Reading Application due to the need for students to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B3.S1 Practice using and identifying details from the passage to determine main idea, plot, and purpose; practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose; collaborate weekly with district personnel who are assisting in implementing the targeted strategies with greater fidelity

Action Step 1

Emphasize identifying words and clue words that signal relationships. Students will practice reducing textual information to key points so that comparisons can be made across texts.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports, student work folders Summative: Results from the 2014 FCAT 2.0 Reading

Facilitator:

Language Arts Department Chair Language Arts Teachers

Participants:

Language Arts and Reading Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Reading 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G1.B4 The results of the 2013 Reading FCAT 2.0 indicate that 64% of students made learning gains. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students making learning gains to 68%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 1: Vocabulary due to the need for students to identify advanced word/phrase relationships and their meanings effectively to then analyze text.

G1.B4.S1 Utilize student data to identify Tier 2 and 3 students and place them appropriately into a targeted intervention program where they will be able to practice locating and verifying details, critically analyzing text, and synthesizing, details to draw correct conclusions; collaborate weekly with district personnel who are assisting in implementing the targeted strategies with greater fidelity

Action Step 1

Utilize strategies to ingrain the practice of justifying answers by going back to the text for support. Students will understand how patterns support the main idea, character development, and author's purpose.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports, student work folder Summative: Results from the 2014 FCAT 2.0 Reading

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Reading 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G1.B5 The results of the 2013 Reading FCAT 2.0 indicate that 59% of the lowest 25% students made learning gains. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students in the lowest 25% making learning gains to 63%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 2: Reading Application due to the need for students to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B5.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text; implement iReady program to students in lowest 25% and monitor reports for progress

Action Step 1

Incorporate useful instructional strategies such as vocabulary word maps, personal dictionaries, reading from a variety of texts, and determining the meaning of words and phrases as they are used in a text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim data reports Summative: Results from the 2014 FCAT 2.0 Reading

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Reading 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G1.B6 The area of deficiency for students proficient in Listening/Speaking, as noted on the 2013 CELLA data, is student's inability to use multiple strategies to develop grade-appropriate vocabulary.

G1.B6.S1 Demonstrate a task to the students, with the expectation that the learner can copy the model. Teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. Utilize reader's theatre and monologues as part of daily lessons.

Action Step 1

Assist students in determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 CELLA

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA, Interim Assessments, quizzes, chapter tests, student work folders

G1.B7 The area of deficiency for students proficient in Reading, as noted on the 2013 CELLA data, is student's inability to identify relationships between concepts related to their reading, as well as their inability to independently realize when to use a specific reading skill or strategy.

G1.B7.S1 Use illustrations and diagrams when presenting lessons and will incorporate the use of verbal clues and pictures to ensure student comprehension of the lesson.

Action Step 1

Provide students with the strategies such as using diagrams and illustrations to determine the meaning of words and phrases as they are used in a text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments, District interim data reports, student work folder Summative: Results from the 2014 CELLA

Facilitator:

Language Arts Department Chair Instructional Review Team

Participants:

Language Arts and Reading Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA, Interim Assessments, quizzes, chapter tests, student work folders

G1.B8 The area of deficiency for students proficient in Writing, as noted on the 2013 CELLA data, is the development of support, word choice, and grammar skills based on their limited exposure to the English language.

G1.B8.S1 Use model texts, word walls, spelling strategies, process writing and graphic organizers which develop support, word choice, and grammar skills to expose students to the English language.

Action Step 1

Use model texts, word walls, spelling strategies, process writing and graphic organizers which develop support, word choice, and grammar skills to expose students to the English language.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments, District interim data reports, student work folder Summative: Results from the 2014 CELLA

Facilitator:

Language Arts Department Chair Instructional Review Team

Participants:

Language Arts Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA, Interim Assessments, quizzes, chapter tests, student work folders

G2. On the 2013 FCAT Writing, 31% of students at Henry H. Filer Middle School met proficiency. Our goal for the 2014 FCAT Writing is to increase the percentage of students meeting AMO by 7 percentage points to 38%.

G2.B1 The area of deficiency as noted on the administration of the 2013 Writing FCAT 2.0 was a need for students to make a plan for writing that prioritizes ideas and addresses purpose as well as generating ideas from multiple sources.

G2.B1.S1 Provide students with a variety of skills that focus on the purpose and intended audience, introductions and conclusions, placing early emphasis on main idea, supported details, and grammar and sentence structure.

Action Step 1

Develop and maintain with students a Writer's Notebook, Journal and/or portfolio which contains brainstorming in a variety of ways.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports Summative: Results from the 2014 FCAT 2.0 Writing

Facilitator:

8th Grade Language Arts Teachers

Participants:

Language Arts Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Writing 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G3. On the 2013 FCAT 2.0 Mathematics or EOC, 45% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Mathematics or EOC is to increase the percentage of students meeting AMO by 18 percentage points to 63%.

G3.B1 The results of the 2013 Mathematics FCAT 2.0 indicate that students in the Black, Hispanic, White, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 31% of students in the Black subgroup, 45% of the students in the Hispanic subgroup, 36% of students in the White subgroup, 27% of students in the ELL subgroup, 17% of students in the SWD subgroup, and 44% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 55%, Hispanic subgroup - 63%, White subgroup - 66%, ELL subgroup - 48%, SWD subgroup - 45%, and ED subgroup - 61%. The area of deficiency as noted on the 2013 Mathematics FCAT 2.0 for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations.

G3.B1.S1 Provide opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions; collaborate with district personnel who are assisting in implementing targeted strategies with greater fidelity; implement higher order thinking questions within lessons, following the instructional focus calendar

Action Step 1

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

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Mathematics

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Mathematics 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G3.B2 The results of the 2013 Mathematics FCAT 2.0 indicate that 22% (216) of students scored a Level 3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 42%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations..

G3.B2.S1 Implement the use of technology, graphing calculators, and inquiry-based lessons to promote authentic and rigorous student engagement to include enrichment activities that focus on geometric properties to include both rigorous online and off-line opportunities.

Action Step 1

Develop students' abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Mathematics FCAT 2.0

Facilitator:

Mathematics Department Chair Instructional Review Team

Participants:

Mathematics Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Mathematics 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G3.B3 The results of the 2013 Mathematics FCAT 2.0 indicate that 13% (129) of students scored a Level 4 or above. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 21%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement due to limited opportunities for mathematical explorations. .

G3.B3.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement; provide students opportunities to work in computer labs as a means of targeting their weakness in mathematical explorations

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports, student work fodlers Summative: Results from the 201 FCAT 2.0 Mathematics

Facilitator:

Mathematics Department Chair Instructional Review Team

Participants:

Mathematics Teachers

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Mathematics 2.0, Interim Assessments, quizzes, chapter tests, student work folders

G3.B4 The results of the 2013 Mathematics FCAT 2.0 indicate that 64% of students made learning gains. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students making learning gains to 69%. The area of deficiency as noted by the 2013 Mathematics FCAT 2.0 was in Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations.

G3.B4.S1 Provide students with opportunities to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions

Action Step 1

Provide students with opportunities to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports, student work folders Summative: Results from the 2014 FCAT 2.0 Mathematics

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments, quizzes, chapter tests, student work folders

G3.B5 The results of the 2013 Mathematics FCAT 2.0 indicate that 66% of students in the lowest 25 percentile made learning gains. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students in the lowest 25% making learning gains to 68%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations. .

G3.B5.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics; implement iReady program to students in lowest 25% and monitor reports for progress

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Mathematics FCAT 2.0

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS.RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics

G4. Data from the 2013 Algebra EOC indicates that 94% of students were enrolled in our middle school acceleration program. Our goal for 2014 is to increase the percentage of students participating by 1 percentage point to 95%.

G4.B1 Language barriers among our eligible ELL students is the most significant barrier in increasing participation in middle school accelerated courses.

G4.B1.S1 Provide opportunities for students to model real-world situations with relations and functions using multiple representations (graphical, tubular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to model real-world situations with relations and functions using multiple representations (graphical, tubular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved performance on the 2014 Algebra EOC

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments and District Interim data reports Summative: Results from the 2014 Algebra EOC

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments and District Interim data reports Summative: Results from the 2014 Algebra EOC

G4.B2 Performance data from the 2013 Algebra EOC indicates that 92% of our students scored at a proficiency level. Language barriers among our eligible ELL students is the most significant barrier in increasing performance in middle school accelerated courses. The goal for the 2014 Algebra EOC is to increase the percentage of students scoring at a proficiency level by 1% to 93%.

G4.B2.S1 Provide students with an opportunity to practice the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents.

Action Step 1

Provide students with an opportunity to practice the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Algebra EOC

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments, quizzes, chapter tests, student work folders

G5. Performance data from the 2013 Algebra EOC indicates that 92% of our students scored at a Level 3 or above on the Algebra EOC. Our goal for the 2014 Algebra EOC is to increase our Level 3 or above performance by 1 percentage point to 93%

G5.B1 Data from the 2013 Algebra EOC indicate that 41% (71) of students enrolled in Algebra scored a Level 3. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need for proficiency in common mathematical language to formulate strategies in solving quadratics in real world situation. Our goal for the 2014 Algebra EOC is to increase the percentage of students scoring a Level 3 to 42%.

G5.B1.S1 Use a developed school wide vocabulary strategy plan where students are exposed to mathematical terms used in the EOC to develop an understanding and application for solving rationals, radicals, and quadratics.

Action Step 1

Use a developed school wide vocabulary strategy plan where students are exposed to mathematical terms used in the EOC to develop an understanding and application for solving rationals, radicals, and quadratics.

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Algebra EOC

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments, quizzes, chapter tests, student work folders

G5.B2 Data from the 2013 Algebra EOC indicate that 51% (89) of students enrolled in Algebra scored a Level 4 or above. The area of deficiency as noted on the 2013 EOC was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need for proficiency in common mathematical language to formulate strategies in solving quadratics in real world situation. Our goal for the 2014 Algebra EOC is to maintain the percentage of students scoring a Level 4 or above at 51%.

G5.B2.S1 Provide students an opportunity to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variable.

Action Step 1

Provide students an opportunity to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variable.

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Algebra EOC

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments, quizzes, chapter tests, student work folders

G6. Our goal for the 2013-2014 school year is to increase 8th Science proficiency on FCAT 2.0 from 36% (138) to 43%.

G6.B1 Performance data on the 2013 FCAT 2.0 Science indicates that 19% of students scored a Level 3. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 3 to 24%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.

G6.B1.S1 Incorporate experiments in the classroom that will allow students to be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance; implement an instructional focus calendar based on the weakest benchmarks on the winter interim assessment.

Action Step 1

Incorporate experiments in the classroom that will allow students to be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science

Facilitator:

GIZMOS Representative Department Chair

Participants:

Science Teachers

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

Ensure instruction in Comprehensive Science 1, 2, 3 courses (Regular and Advanced) and fidelity to the depth and rigor delineated in the District Pacing Guide.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Essential labs, Interim Assessments, quizzes, chapter tests, student work folders, FCAT 2.0 Science

G6.B2 Performance data on the 2013 FCAT 2.0 Science indicates that 17% of students scored a Level 4 or above. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 4 or above to 19%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.

G6.B2.S1 Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students; assign Edgenuity lessons to students based on their weakest benchmarks as evidenced by the winter interim assessment.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, observations, walkthroughs, student data

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments, quizzes, chapter tests, student work folders

G7. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences provided to students by 10%.

G7.B1 The number of STEM-related experiences during the 2012-2013 school year were insufficient to provide meaningful experiences to students.

G7.B1.S1 Organize field trips to places such as Fairchild Tropical Gardens where students will have an opportunity to expose themselves to STEM-related activities.

Action Step 1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase the number of STEM-related experiences provided to students.

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase the number of STEM-related experiences provided to students.

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase the number of STEM-related experiences provided to students.

G7.B1.S2 Enroll students in Lego Robotics to expose them to STEM-related experiences through this course.

Action Step 1

Enroll students in Lego Robotics to expose them to STEM-related experiences through this course.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Plan to Monitor Effectiveness of G7.B1.S2

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

G7.B2 The percent of students participating in STEM related experiences was insufficient to provide meaningful experiences to students.

G7.B2.S1 Students will be exposed to more STEM-related experiences through elective courses as well as Science courses and will have an opportunity to participate in several activities throughout the school year.

Action Step 1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in percentage of students participating in STEM-related experiences.

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in percentage of students participating in STEM-related experiences.

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase the percentage of students participating in STEM-related experiences.

G8. Our goal for the 2013-2014 school year, is to increase student participation in Career and Technical Education as well as in Industry Certification courses.

G8.B1 Limited number of students eligible to participate in CTE courses due to the state mandate of participating in Intensive Reading, Intensive Mathematics, and Developmental Language Arts as a result of FCAT scores and/or ELL Level.

G8.B1.S1 Enroll students in tutoring programs to have them improve their FCAT scores and, as a result, have more opportunities to participate in CTE courses.

Action Step 1

Enroll students in tutoring programs to have them improve their FCAT scores and, as a result, have more opportunities to participate in CTE courses.

Person or Persons Responsible

CTE Teacher, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Number of students participating in CTE courses

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

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in CTE courses

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM, review assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in CTE courses

G9. Our goal for the 2013-2014 school is to implement alternatives to suspension programs that will, in turn, improve student attendance in school.

G9.B1 Students missing 10 percent or more of available instructional time will decrease by 1 percentage point to 11%.

G9.B1.S1 Meetings will be held with parents and truancy intervention team when student has reached 5 unexcused absences. Consequences for having excessive absences will be discussed.

Action Step 1

Meetings will be held with parents and truancy intervention team when student has reached 5 unexcused absences. Consequences for having excessive absences will be discussed.

Person or Persons Responsible

MTSS/Rtl; CIS

Target Dates or Schedule

As Needed

Evidence of Completion

Decrease in the number of students having excessive unexcused absences.

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

Attendance bulletin will be reviewed weekly to ensure that truancy issues are being addressed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Reduction of the number of students with excessive absences.

Plan to Monitor Effectiveness of G9.B1.S1

Attendance committee will be established and will meet quarterly to review the steps being taken with students having excessive absences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction in the number of students with excessive absences.

G9.B2 Students failing 2 or more courses in any subject will decrease by 1 percentage point to 3%.

G9.B2.S1 Monitor student progress in courses by reviewing interim progress reports and holding individual data chats with students in danger of failing a class.

Action Step 1

Counselors will review interim progress reports to determine the names of students who are in danger of failing a class and will schedule meetings with students/parents prior to the report cards being issued.

Person or Persons Responsible

Administration; Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of students failing 2 or more classes.

Facilitator:

Administration

Participants:

Counselors and Team Leaders

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Monitor student grades and run quarterly reports to identify students failing 2 or more courses.

Person or Persons Responsible

Administration; Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of students failing 2 or more courses.

Plan to Monitor Effectiveness of G9.B2.S1

Review electronic gradebook periodically to ensure that a decrease of students failing classes is evident.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

A decrease in the number of students failing 2 or more courses in any subject.

G9.B3 Students receiving 2 or more behavioral referrals will decrease by 1 percentage point to 17%.

G9.B3.S1 Implement alternate to suspension programs within the school to decrease the number of students receiving more than two referrals.

Action Step 1

Enroll students who are in danger of receiving more than two referrals into alternate to suspension programs.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of students receiving referrals throughout the school year.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Monitor quarterly the number of students receiving referrals.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of students receiving two or more referrals.

Plan to Monitor Effectiveness of G9.B3.S1

Keep a log of students receiving referrals to easily monitor if they are continuous behavior issues and implement interventions early.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of students receiving two or more referrals.

Coordination and Integration

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

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

Title I, Part A

Henry H. Filer Middle School provides tutorial services during the school day, after school and on Saturdays. These services include in-class assistance as well as pullout tutorials. Students are selected using Schoolwide and individual student data to ensure that the needs of each student are being met.

These services are

used to target not only Level 1 and Level 2 students who are performing below grade level, but also includes students that are not demonstrating growth or have declined according to the most recent data in reading, mathematics and/or science. The Department Chairpersons in consultation with the Region and District work to identify the strategies and research based materials that are most appropriate to the subject and students. These services help to provide early interventions through the use of data collection, data analysis and revisions in the delivery of instruction in the content area. Teachers are provided

with professional development opportunities in school and through the District to support these efforts.

Other components that are integrated into Henry H. Filer Middle's school -wide program include an extensive Parental Program, CHESS, Supplemental Educational Services, and special support services to special needs

students and English Language Learners. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families.

School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Henry H. Filer Middle School provides services and support to migrant students and parents as needed.

The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Students are also provided extended learning opportunities (before-school and/or after-school, and summer

school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Henry H. Filer implements all District guidelines according to MDCPS.

Title II

Henry H. Filer implements all District guidelines according to MDCPS. The District uses supplemental funds for improving basic education as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, ELL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and migrant students at Henry H. Filer Middle School by providing funds to implement and/or provide:

- Tutorial programs – before and after school
- Parent outreach activities – parent workshops and training opportunities
- Behavioral/mental counseling services – student services
- Professional development on best practices for ELL and content area teachers – bi-weekly throughout the school year
- Coaching and mentoring for ELL and content area teachers
- Reading and supplementary instructional materials
- Cultural supplementary instructional materials (K-12)
- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title VI, Part B –

N/A

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Project Upstart provides a homeless sensitivity, awareness campaign to all schools. Project Upstart also provides tutoring and counseling to twelve homeless shelters in the community and utilizes a collaborative method that includes the parents, the school and the community. This Homeless Assistance Program is available to families as needed to provide supplemental services that include transportation. Additional support is provided by the District from the Homeless Children and Youth Transition Program. In addition, the District Homeless Liaison provides yearly training to all staff members. Henry H. Filer's TRUST Counselor has been identified as the Homeless Liaison on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Henry H. Filer Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Henry H. Filer Middle School has a full-time TRUST Counselor who facilitates individual and group sessions/lessons on violence prevention. The Safe and Drug-Free Schools Program is utilized by the TRUST counselor and it addresses violence and drug prevention services through curriculum that is implemented by

classroom teachers. Character Education and Bullying Prevention will be the targeted areas for this next school year.

Nutrition Programs

1) Henry H. Filer Middle School adheres to and implements the nutrition requirements stated in the District

Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Health Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs –

N/A

Head Start

N/A

Adult Education

Henry H. Filer Middle School houses an outreach program from Hialeah-Miami Lakes Community School in the evenings. Courses offered are mainly for English language acquisition. However, other enrichment courses such as computers and dance are offered to the community.

Career and Technical Education

Henry H. Filer Middle School utilizes Business Education, Family and Consumer Science and Technology Education (CTE) to enhance and supplement school programs and initiatives which include technology, nutrition and career awareness and preparation. CTE classes develop and apply hands-on strategies to help students understand reading, math and science concepts. Career and Technical Education is funded by Perkins Grant.

Job Training

N/A

Other

Parental

Henry H. Filer Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Henry H. Filer conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Henry H. Filer Middle School also works to increase parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); the school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Each Title I parent is asked to sign the agreement between the home and the school to align our ongoing efforts to meet the needs of each student and, when possible, the needs of the families. The Community Involvement Specialist completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. The school also provides confidential "as-needed services" to any students in the school in "homeless situations" as applicable. Also, Henry H. Filer Middle School assists with additional academic support for families as applicable.

School Improve Grant Fund/School Improvement Grant Initiative: The Voluntary Public School Choice Program (It's Your Choice), a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami- Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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. On the 2013 FCAT 2.0 Reading, 44% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Reading is to increase the percentage of students meeting AMO by 17 percentage points to 61%.

G1.B1 The results of the 2013 Reading FCAT 2.0 indicate that students in the Black, Hispanic, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 38% of students in the Black subgroup, 44% of the students in the Hispanic subgroup, 21% of students in the ELL subgroup, 14% of students in the SWD subgroup, and 43% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 63%, Hispanic subgroup - 44%, White subgroup - 45%, ELL subgroup - 21%, SWD subgroup - 14%, and ED subgroup - 43%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 for Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Utilize graphic organizers (note-taking, mapping); Summarization activities; Text marking (making margin notes and highlighting); Anchoring conclusions back to the text (explaining and justifying decisions); collaborate weekly with district personnel who are assisting in implementing strategies with greater fidelity

PD Opportunity 1

Utilize graphic organizers (note-taking, mapping), summarization activities, text marking (making margin notes and highlighting), and anchoring conclusions back to the text (explaining and justifying decisions), Teacher will have students apply these strategies to a variety of texts.

Facilitator

Language Arts Department Chair Language Arts Teachers Instruction Review Team

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Classroom assessments and District interim data reports Summative: Reading Plus Reports, Results from the 2014 FCAT 2.0 Reading

G1.B2 The results of the 2013 Reading FCAT 2.0 indicate that 24% (284) of students scored a Level 3 on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 24%. The area of deficiency for students scoring a Level 3 on FCAT 2.0 was Reporting Category 3: Literary Analysis due to the need for students to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

G1.B2.S1 Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions; emphasize instruction that helps students build stronger arguments to support their answer; increase the amount of novels read focusing on informational text; collaborate weekly with district personnel who are assisting in implementing the targeted strategies with greater fidelity

PD Opportunity 1

Provide students an opportunity to practice making inferences, drawing conclusion, and identifying implied main idea and author's purpose.

Facilitator

Language Arts Department Chair Language Arts Teachers Instructional Review Team

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments, District interim data reports, student work folder Summative: Results from the 2014 FCAT 2.0 Reading

G1.B3 The results of the 2013 Reading FCAT 2.0 indicate that 18% (211) of students scored a Level 4 or above on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 24%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 was Reporting Category 2: Reading Application due to the need for students to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B3.S1 Practice using and identifying details from the passage to determine main idea, plot, and purpose; practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose; collaborate weekly with district personnel who are assisting in implementing the targeted strategies with greater fidelity

PD Opportunity 1

Emphasize identifying words and clue words that signal relationships. Students will practice reducing textual information to key points so that comparisons can be made across texts.

Facilitator

Language Arts Department Chair Language Arts Teachers

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports, student work folders Summative: Results from the 2014 FCAT 2.0 Reading

G1.B7 The area of deficiency for students proficient in Reading, as noted on the 2013 CELLA data, is student's inability to identify relationships between concepts related to their reading, as well as their inability to independently realize when to use a specific reading skill or strategy.

G1.B7.S1 Use illustrations and diagrams when presenting lessons and will incorporate the use of verbal clues and pictures to ensure student comprehension of the lesson.

PD Opportunity 1

Provide students with the strategies such as using diagrams and illustrations to determine the meaning of words and phrases as they are used in a text.

Facilitator

Language Arts Department Chair Instructional Review Team

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments, District interim data reports, student work folder Summative: Results from the 2014 CELLA

G1.B8 The area of deficiency for students proficient in Writing, as noted on the 2013 CELLA data, is the development of support, word choice, and grammar skills based on their limited exposure to the English language.

G1.B8.S1 Use model texts, word walls, spelling strategies, process writing and graphic organizers which develop support, word choice, and grammar skills to expose students to the English language.

PD Opportunity 1

Use model texts, word walls, spelling strategies, process writing and graphic organizers which develop support, word choice, and grammar skills to expose students to the English language.

Facilitator

Language Arts Department Chair Instructional Review Team

Participants

Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments, District interim data reports, student work folder Summative: Results from the 2014 CELLA

G2. On the 2013 FCAT Writing, 31% of students at Henry H. Filer Middle School met proficiency. Our goal for the 2014 FCAT Writing is to increase the percentage of students meeting AMO by 7 percentage points to 38%.

G2.B1 The area of deficiency as noted on the administration of the 2013 Writing FCAT 2.0 was a need for students to make a plan for writing that prioritizes ideas and addresses purpose as well as generating ideas from multiple sources.

G2.B1.S1 Provide students with a variety of skills that focus on the purpose and intended audience, introductions and conclusions, placing early emphasis on main idea, supported details, and grammar and sentence structure.

PD Opportunity 1

Develop and maintain with students a Writer's Notebook, Journal and/or portfolio which contains brainstorming in a variety of ways.

Facilitator

8th Grade Language Arts Teachers

Participants

Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports Summative: Results from the 2014 FCAT 2.0 Writing

G3. On the 2013 FCAT 2.0 Mathematics or EOC, 45% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Mathematics or EOC is to increase the percentage of students meeting AMO by 18 percentage points to 63%.

G3.B2 The results of the 2013 Mathematics FCAT 2.0 indicate that 22% (216) of students scored a Level 3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 42%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations..

G3.B2.S1 Implement the use of technology, graphing calculators, and inquiry-based lessons to promote authentic and rigorous student engagement to include enrichment activities that focus on geometric properties to include both rigorous online and off-line opportunities.

PD Opportunity 1

Develop students' abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Facilitator

Mathematics Department Chair Instructional Review Team

Participants

Mathematics Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2014 Mathematics FCAT 2.0

G3.B3 The results of the 2013 Mathematics FCAT 2.0 indicate that 13% (129) of students scored a Level 4 or above. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 21%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement due to limited opportunities for mathematical explorations. .

G3.B3.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement; provide students opportunities to work in computer labs as a means of targeting their weakness in mathematical explorations

PD Opportunity 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Facilitator

Mathematics Department Chair Instructional Review Team

Participants

Mathematics Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District interim data reports, student work folders Summative: Results from the 201 FCAT 2.0 Mathematics

G6. Our goal for the 2013-2014 school year is to increase 8th Science proficiency on FCAT 2.0 from 36% (138) to 43%.

G6.B1 Performance data on the 2013 FCAT 2.0 Science indicates that 19% of students scored a Level 3. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 3 to 24%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.

G6.B1.S1 Incorporate experiments in the classroom that will allow students to be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance; implement an instructional focus calendar based on the weakest benchmarks on the winter interim assessment.

PD Opportunity 1

Incorporate experiments in the classroom that will allow students to be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

Facilitator

GIZMOS Representative Department Chair

Participants

Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini -assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science

G9. Our goal for the 2013-2014 school is to implement alternatives to suspension programs that will, in turn, improve student attendance in school.

G9.B2 Students failing 2 or more courses in any subject will decrease by 1 percentage point to 3%.

G9.B2.S1 Monitor student progress in courses by reviewing interim progress reports and holding individual data chats with students in danger of failing a class.

PD Opportunity 1

Counselors will review interim progress reports to determine the names of students who are in danger of failing a class and will schedule meetings with students/parents prior to the report cards being issued.

Facilitator

Administration

Participants

Counselors and Team Leaders

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of students failing 2 or more classes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|----------|
| G1. | On the 2013 FCAT 2.0 Reading, 44% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Reading is to increase the percentage of students meeting AMO by 17 percentage points to 61%. | \$4,700 |
| G2. | On the 2013 FCAT Writing, 31% of students at Henry H. Filer Middle School met proficiency. Our goal for the 2014 FCAT Writing is to increase the percentage of students meeting AMO by 7 percentage points to 38%. | \$1,000 |
| G3. | On the 2013 FCAT 2.0 Mathematics or EOC, 45% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Mathematics or EOC is to increase the percentage of students meeting AMO by 18 percentage points to 63%. | \$7,900 |
| G6. | Our goal for the 2013-2014 school year is to increase 8th Science proficiency on FCAT 2.0 from 36% (138) to 43%. | \$3,000 |
| Total | | \$16,600 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Other | Technology | Total |
|----------------|------------------------|----------|------------|----------|
| EESAC | \$1,500 | \$2,000 | \$0 | \$3,500 |
| | \$0 | \$1,000 | \$0 | \$1,000 |
| Title III | \$0 | \$9,600 | \$0 | \$9,600 |
| SBBS | \$0 | \$0 | \$2,500 | \$2,500 |
| Total | \$1,500 | \$12,600 | \$2,500 | \$16,600 |

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 44% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Reading is to increase the percentage of students meeting AMO by 17 percentage points to 61%.

G1.B1 The results of the 2013 Reading FCAT 2.0 indicate that students in the Black, Hispanic, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 38% of students in the Black subgroup, 44% of the students in the Hispanic subgroup, 21% of students in the ELL subgroup, 14% of students in the SWD subgroup, and 43% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 63%, Hispanic subgroup - 44%, White subgroup - 45%, ELL subgroup - 21%, SWD subgroup - 14%, and ED subgroup - 43%. The area of deficiency as noted on the 2013 Reading FCAT 2.0 for Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B1.S1 Utilize graphic organizers (note-taking, mapping); Summarization activities; Text marking (making margin notes and highlighting); Anchoring conclusions back to the text (explaining and justifying decisions); collaborate weekly with district personnel who are assisting in implementing strategies with greater fidelity

Action Step 1

Utilize graphic organizers (note-taking, mapping), summarization activities, text marking (making margin notes and highlighting), and anchoring conclusions back to the text (explaining and justifying decisions), Teacher will have students apply these strategies to a variety of texts.

Resource Type

Evidence-Based Program

Resource

Brain Pop

Funding Source

EESAC

Amount Needed

\$500

G1.B2 The results of the 2013 Reading FCAT 2.0 indicate that 24% (284) of students scored a Level 3 on the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 24%. The area of deficiency for students scoring a Level 3 on FCAT 2.0 was Reporting Category 3: Literary Analysis due to the need for students to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

G1.B2.S1 Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions; emphasize instruction that helps students build stronger arguments to support their answer; increase the amount of novels read focusing on informational text; collaborate weekly with district personnel who are assisting in implementing the targeted strategies with greater fidelity

Action Step 1

Provide students an opportunity to practice making inferences, drawing conclusion, and identifying implied main idea and author's purpose.

Resource Type

Other

Resource

Student Incentives

Funding Source

Amount Needed

\$1,000

G1.B7 The area of deficiency for students proficient in Reading, as noted on the 2013 CELLA data, is student's inability to identify relationships between concepts related to their reading, as well as their inability to independently realize when to use a specific reading skill or strategy.

G1.B7.S1 Use illustrations and diagrams when presenting lessons and will incorporate the use of verbal clues and pictures to ensure student comprehension of the lesson.

Action Step 1

Provide students with the strategies such as using diagrams and illustrations to determine the meaning of words and phrases as they are used in a text.

Resource Type

Other

Resource

Tutorials

Funding Source

Title III

Amount Needed

\$3,200

G2. On the 2013 FCAT Writing, 31% of students at Henry H. Filer Middle School met proficiency. Our goal for the 2014 FCAT Writing is to increase the percentage of students meeting AMO by 7 percentage points to 38%.

G2.B1 The area of deficiency as noted on the administration of the 2013 Writing FCAT 2.0 was a need for students to make a plan for writing that prioritizes ideas and addresses purpose as well as generating ideas from multiple sources.

G2.B1.S1 Provide students with a variety of skills that focus on the purpose and intended audience, introductions and conclusions, placing early emphasis on main idea, supported details, and grammar and sentence structure.

Action Step 1

Develop and maintain with students a Writer's Notebook, Journal and/or portfolio which contains brainstorming in a variety of ways.

Resource Type

Other

Resource

Student Incentives

Funding Source

EESAC

Amount Needed

\$1,000

G3. On the 2013 FCAT 2.0 Mathematics or EOC, 45% of students at Henry H. Filer Middle School met AMO. Our goal on the 2014 FCAT 2.0 Mathematics or EOC is to increase the percentage of students meeting AMO by 18 percentage points to 63%.

G3.B1 The results of the 2013 Mathematics FCAT 2.0 indicate that students in the Black, Hispanic, White, ELL, SWD, and ED subgroups did not meet AMO. Data indicates that 31% of students in the Black subgroup, 45% of the students in the Hispanic subgroup, 36% of students in the White subgroup, 27% of students in the ELL subgroup, 17% of students in the SWD subgroup, and 44% of students in the ED subgroup did not meet AMO in the 2013 Reading FCAT 2.0. The goal for the 2014 Reading FCAT is as follows: Black subgroup - 55%, Hispanic subgroup - 63%, White subgroup - 66%, ELL subgroup - 48%, SWD subgroup - 45%, and ED subgroup - 61%. The area of deficiency as noted on the 2013 Mathematics FCAT 2.0 for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations.

G3.B1.S1 Provide opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions; collaborate with district personnel who are assisting in implementing targeted strategies with greater fidelity; implement higher order thinking questions within lessons, following the instructional focus calendar

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Brain Pop

Funding Source

EESAC

Amount Needed

\$500

G3.B2 The results of the 2013 Mathematics FCAT 2.0 indicate that 22% (216) of students scored a Level 3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 3 to 42%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations..

G3.B2.S1 Implement the use of technology, graphing calculators, and inquiry-based lessons to promote authentic and rigorous student engagement to include enrichment activities that focus on geometric properties to include both rigorous online and off-line opportunities.

Action Step 1

Develop students' abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Resource Type

Other

Resource

Student Incentives

Funding Source

EESAC

Amount Needed

\$1,000

G3.B3 The results of the 2013 Mathematics FCAT 2.0 indicate that 13% (129) of students scored a Level 4 or above. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students scoring a Level 4 or above to 21%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement due to limited opportunities for mathematical explorations. .

G3.B3.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement; provide students opportunities to work in computer labs as a means of targeting their weakness in mathematical explorations

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Resource Type

Other

Resource

Tutorials

Funding Source

Title III

Amount Needed

\$3,200

G3.B5 The results of the 2013 Mathematics FCAT 2.0 indicate that 66% of students in the lowest 25 percentile made learning gains. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the percentage of students in the lowest 25% making learning gains to 68%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement due to limited opportunities for mathematical explorations. .

G3.B5.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics; implement iReady program to students in lowest 25% and monitor reports for progress

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Resource Type

Other

Resource

Tutorials

Funding Source

Title III

Amount Needed

\$3,200

G6. Our goal for the 2013-2014 school year is to increase 8th Science proficiency on FCAT 2.0 from 36% (138) to 43%.

G6.B1 Performance data on the 2013 FCAT 2.0 Science indicates that 19% of students scored a Level 3. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 3 to 24%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.

G6.B1.S1 Incorporate experiments in the classroom that will allow students to be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance; implement an instructional focus calendar based on the weakest benchmarks on the winter interim assessment.

Action Step 1

Incorporate experiments in the classroom that will allow students to be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

Resource Type

Evidence-Based Program

Resource

Brain Pop

Funding Source

EESAC

Amount Needed

\$500

G6.B2 Performance data on the 2013 FCAT 2.0 Science indicates that 17% of students scored a Level 4 or above. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students scoring at Level 4 or above to 19%. The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 3: Physical Science and Reporting Category 4: Life Science. Fidelity and consistency to the prescribed program has been an obstacle.

G6.B2.S1 Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students; assign Edgenuity lessons to students based on their weakest benchmarks as evidenced by the winter interim assessment.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students.

Resource Type

Technology

Resource

LCD Projectors

Funding Source

SBBS

Amount Needed

\$2,500