



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Doral Academy Charter Middle School

2601 NW 112TH AVE

Doral, FL 33172

305-591-0020

<http://dacms.dadeschools.net>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School Yes	Minority Rate 94%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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

Doral Academy Charter Middle School

Principal

Angela Ramos, Douglas Rodriguez

School Advisory Council chair

Marianella Mesa

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

Name	Title
Douglas Rodriguez	Principal
Jorge Nunez	Assistant Principal
Marianella Mesa	Assistant Principal
Carlos Ferralls	Assistant Principal
Mrs. Yvette Tamargo	Assistant Principal
Mrs. Alina Lopez	Assistant Principal
Mrs. Sophia Prevolis	Reading Coach
Mr. Cesar Pulido	Math Department Chair
Mrs. Carla Fernandez	Science Department Chair
Mrs. Jennifer Roque	ESOL, ESE Chair
Mrs. Erica Peron	Language Arts Department Chair
Mrs. Nicholas Markos	Social Studies Department Chair
Mrs. Zulyn Hernandez,	Electives Department Chair
Mr. Guillermo Rivera	Foreign Language Department Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Douglas Rodriguez, principal -1, Jorge Nunez, Alina Lopez, Carlos Ferralls, Other Administrator – 3, Janet Sardina, Ady Nunez, Jennifer Roque, Marianella Mesa, Sophia Prevolis, teachers – 5, Maria Nibot, Reed Frary, Lucila Arevalo, Noelle Rachid, Marta Vega, Mario Rachid, Nancy Galvez, Lucia Ramos, parents – 8, Donald Bostic, educational support -1, Elise Zaidenstat, Julian Ramos, Nick Frary, Valarie Ramos, student – 4, Pabol Herrera, Luis Vasquez, BCR – 2, Angela Ramos, BOD – 1, Linette Prats, alternate teacher – 1, Lissette Robles, alternate educational support -1, alternate student – 0, alternate parent – 0

Involvement of the SAC in the development of the SIP

Reach out to business communities as a partnership.
Increase parental involvement.
Discuss strengths and weaknesses as it relates to students achievement.
Monitor the implementation of the School Improvement Plan through ongoing data analysis from district interims and mini assessments..
Monitor and review the spending of school funds.
Review and monitor data regarding student performance of interim assessments, End of Course Exams and FCAT assessments on a monthly basis and provide recommendations for intervention or enrichment.

Activities of the SAC for the upcoming school year

SAC will continue to monitor and modify the School Improvement Plan by analyzing data and developing strategies to meet student’s needs.

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

School Improvement funds will be anticipated to implement incentives to increase performance in EOC exams, writing and science.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angela Ramos, Douglas Rodriguez

Principal

Years as Administrator: 17

Years at Current School: 4

Credentials

BA in History from Barry University, MA in Social Science Education from Nova Southeastern University, Specialist in Educational Leadership from Barry University

Performance Record

2013 – School Grade –
 Rdg. Proficiency, 81%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 79points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 81 points
 Rdg. AMO –77
 Math AMO–65
 2012 – School Grade -A
 Rdg. Proficiency, 79%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO –81
 Math AMO– 76
 2011 – School Grade -A
 Rdg. Proficiency, 83%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 65 points
 2010 – School Grade -C
 Rdg. Proficiency, 16%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 40 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 49 points
 Math Imp. of Lowest 25% -
 74 points
 2009 – School Grade -D
 Rdg. Proficiency, 17%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 39 points

Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% -
54 points
Math Imp. of Lowest 25% -
80 points

Mr. Jorge Nunez

Asst Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

BA in Psychology from Florida International University,
 MS in Elementary Education from Nova Southeastern University,
 Educational Leadership Certification from Florida International
 University

Performance Record

2013 – School Grade –
 Rdg. Proficiency, 81%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 79points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 81 points
 Rdg. AMO –77
 Math AMO–65
 2012 – School Grade -A
 Rdg. Proficiency, 79%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO –81
 Math AMO– 76
 2011 – School Grade -A
 Rdg. Proficiency, 46%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 55 points
 Math Imp. of Lowest 25% -
 71 points
 2010 – School Grade -C
 Rdg. Proficiency, 49%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 55 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% -
 53 points
 Math Imp. of Lowest 25% -
 68 points
 2009 – School Grade -C
 Rdg. Proficiency, 45%
 Math Proficiency, 75%

Rdg. Lrg. Gains, 51 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25% -
49 points
Math Imp. of Lowest 25% -
67 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sophia Prevolis

Full-time / School-based Years as Coach: 3 Years at Current School: 3

Areas Reading/Literacy

Credentials Professional Educators
 ESE K-12 , Reading K-12
 ESOL and Gifted Endorsement

Performance Record

2013 – School Grade –
 Rdg. Proficiency, 74%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 91points
 Rdg. Imp. of Lowest 25% -
 78 points
 Math Imp. of Lowest 25% -
 85 points
 Rdg. AMO –77
 Math AMO–65

2012 – School Grade -A
 Rdg. Proficiency, 79%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO –77
 Math AMO–65

2011 – School Grade -A
 Rdg. Proficiency, 83%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 65 points

2010 – School Grade -A
 Rdg. Proficiency, 80%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 72points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% -
 72 points

Ms. Prevolis entered the teaching profession in 2009.

Classroom Teachers

of classroom teachers

48

receiving effective rating or higher

48, 100%

Highly Qualified Teachers

92%

certified in-field

45, 94%

ESOL endorsed

14, 29%

reading endorsed

9, 19%

with advanced degrees

3, 6%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

20, 42%

with 6-14 years of experience

23, 48%

with 15 or more years of experience

3, 6%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

Hire Certified Teachers by maintaining a certification log monitored by Assistant Principals.
 Implement a Mentoring Program for first year teachers
 Monitor Certification on a monthly basis and encourage teachers to take professional development classes

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

A strong and supportive plan to achieve mutual goals within a partnership. Both professionals will demonstrate a commitment to improving the academic achievement of all students. Mentor is a teacher within the same content area as the Mentee. Mentor is to provide support, resources, and guidance for the mentee during the school year and meet during common planning time. There will be a pre-observation meeting, Observation, and Post observation meeting later in the year where there is a reflection on the practice of teaching. The following topics will be covered within pairs: Curriculum mapping/pacing guides, lesson planning, grade book, classroom management, and certification planning for temporary certified teachers.

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

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

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

The MTSS Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:

Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT Saturday tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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

Administrators :Mr. Douglas Rodriguez, Principal and Mr. Jorge Nunez Assistant Principal, provide a common vision for the use of data-driven decision-making. Communicates with parents and staff about

the early intervention programs. Ensures implementation of MTSS/RtI model. Both will schedule and facilitate regular RtI meetings, ensure attendance of team members, and ensure follow up action steps. General Education Teachers (Reading and Math): Participate in student data collection monthly; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.

Mrs. Jennifer Roque, Exceptional Student Education Teacher (ESE): Participate in student data collection on a biweekly basis; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

Mrs. Lissette Robles and Mr. Donald Bostic, Counselor: On a biweekly basis monitor student achievement; set-up parent-teacher conferences; develop academic and behavior contracts; and communicate with all stake-holders.

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

The MTSS Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention. Monitoring, modify and analyzing student data performance will be the primary source in implementing the School's Improvement Plan throughout the year.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR) End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) Frequency of Data Days: Once a quarter for data analysis Edusoft: District baselines, interims, and mini assessments. MTSS/RtI will implement the process at a glance for behavior management utilizing the steps for Tier 1-3. If needed a FAB or BIP and The Student Case Management system will be implemented for Tier III.

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

Professional development will be provided during first week of school. Small sessions are planned throughout the year for both parents and instructional staff. Professional development sessions entitled "What is MTSS/ RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar. Teachers will be encouraged to take the MTSS/ RTI online course through the Florida Department of Education. Effectively and actively involve and resolute leadership that frequency provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts. Ongoing data driven professional development activities that align core student goals and staff needs.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 1,020

Before and After School Tutoring provides additional support for all students in reading, mathematics, science, and writing.

Saturday Tutoring sessions provide additional support in Science and Mathematics for all students identified as low performing and bubble students.

Math Enrichment Summer program provides enrichment activities that are hands on and computer based for students in accelerated math program for 6th graders.

Math Enrichment Summer program provides enrichment activities that are hands on and computer based for students in accelerated math program for 7th and 8th graders.

A Summer STEM program is given in the summer which offers hands on and enriched activities for all students.

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?

Administrators collected attendance sheets for every day of tutoring to determine which students have been participating and have shown improvement through mini assessment in reading, math, and science classes. Students are identified throughout the year and are encouraged to attend tutoring before, after school and Saturdays. Sessions are developed based on targeted benchmarks for each group. Summer programs are overseen by administrators and pre and posttest are analyzed to determine its effectiveness of the program and student performance.

Who is responsible for monitoring implementation of this strategy?

Administrators and Reading Coach are responsible for the implementation of the programs.

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

Name	Title
Mr. Douglas Rodriguez	Principal
Mr. Carlos Ferralls,	Assistant Principal
Mr. Jorge Nunez	Assistant Principal
Mrs. Yvette Tamargo	Assistant Principal
Mrs. Alina Lopez	Assistant Principal
Mrs. Marianella Mesa	Assistant Principal
Mrs. Sophia Prevolis	Reading Coach
Mr. Cesar Pulido	Math Department Chair
Mrs. Carla Fernandez	Science Department Chair
Mrs. Jennifer Roque	ESOL, ESE Chair

Name	Title
Mrs. Erica Peron	Language Arts Department Chair
Mr. Nicholas Markos	Social Studies Department Chair
Mrs. Zulyn Hernandez	Electives Department Chair
Mr. Guillermo Rivera	Foreign Language Department Chair

How the school-based LLT functions

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

Major initiatives of the LLT

The major initiative for the 2013-2014 school year would be increase literacy across all curriculums. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum. In addition, the Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and student portfolios. These tools will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. School is promoting literacy through all curriculums

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

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

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

The school offers Pre-Advanced Courses in Social Studies, Language Arts, and Science for all middle school students. These courses will offer college ready opportunities for all students. Updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices. Opportunities for enrolling in high school credit courses in math and science is available for students. School is a partner with Community Business and have agreed to have students complete community hours in a field of choice related to the students career path.

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

Students are encouraged to attend College tours to a variety of Universities and take part in student orientations related to College Readiness presentations throughout the school year. Students meet individually with guidance counselors to review and choose course selections annually. The counselors advise the students on which courses of studies would be relevant to their career aspirations in addition to meeting state graduation requirements. Students receive a College Prep workbook that outlines their career path.

Strategies for improving student readiness for the public postsecondary level

The administration and counselors work closely with all the students throughout the year to ensure students are on track to eighth grade promotion and pursuing a postsecondary education. The counselors are also active in encouraging students to take Honors, High school credit, Pre-AP courses to help prepare the students in their postsecondary plans. Counselors share information that includes but is not limited to yearly subject selection, eighth grade promotion requirements, recovery courses. Although Doral Academy Charter Middle is proud of its promotion rate and student readiness for the secondary level, it will continue to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the NAEP, FCAT 2.0 Assessments, and End of Course Exams.

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	81%	81%	Yes	83%
American Indian		0%		
Asian	92%	83%	No	93%
Black/African American		0%		
Hispanic	81%	50%	No	83%
White	83%	74%	No	85%
English language learners	65%	56%	No	69%
Students with disabilities	48%	46%	No	54%
Economically disadvantaged	79%	79%	Yes	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	375	33%	34%
Students scoring at or above Achievement Level 4	555	48%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

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)	33	69%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	44%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	48%	53%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

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	180	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	78%	Yes	78%
American Indian		0%		
Asian	92%	82%	No	93%
Black/African American		0%		
Hispanic	77%	78%	Yes	79%
White	72%	82%	Yes	75%
English language learners	59%	57%	No	63%
Students with disabilities	36%	24%	No	42%
Economically disadvantaged	75%	76%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	361	40%	42%
Students scoring at or above Achievement Level 4	306	34%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		81%	83%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		72%	75%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	30%	30%
Students scoring at or above Achievement Level 4	138	66%	66%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	28	90%	90%

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	102	29%	32%
Students scoring at or above Achievement Level 4	99	28%	29%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	1110	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	421	38%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	421	38%	40%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
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	0	0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	7%	6%
Students who fail a mathematics course	197	17%	16%
Students who fail an English Language Arts course	30	3%	2%
Students who fail two or more courses in any subject	88	8%	7%
Students who receive two or more behavior referrals	38	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	35	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities. We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Through the Parent Teacher Student Involvement (PTSI), create a variety of opportunities before and after school for parents to volunteer and participate in.	825	75%	80%
Increase Literacy Team activities for Parents and families afterschool that offer interventions and support for students who are struggling or at risk	660	60%	65%

Goals Summary

- G1.** All eighth grade students will increase proficiency in Levels 3 and above on the 2014 FCAT 2.0 Science assessment.
- G2.** All students who score a Level 3 or above on the FCAT 2.0 Mathematics assessment will maintain proficiency at 78%.
- G3.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program in order to emphasize/engage students.
- G4.** Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs 2 percentage points to 23%
- G5.** All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.
- G6.** All eighth grade students scoring at or above 3.5 on the 2014 Writing Assessment will increase by 5 percentage points to 56%.
- G7.** Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percent point in all areas.
- G8.** Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.
- G9.** All student scoring at or above Level 3 on 2014 FCAT 2.0 Reading assessment will increase by 2 percentage points to 83%.
- G10.** Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.
- G11.** All students scoring at Achievement Level 3 or above will maintain performance proficiency on the 2014 Algebra I EOC.
- G12.** All students scoring at achievement level 3 or above on the Geometry EOC will maintain proficiency performance on the 2014 school year.

Goals Detail

G1. All eighth grade students will increase proficiency in Levels 3 and above on the 2014 FCAT 2.0 Science assessment.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Gizmo mini assessments

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the 2014 FCAT Science will increase by 3 percentage points to 32%. Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category, Nature of Science
- Students scoring at or above Achievement Level 4 on the FCAT 2.0 Science Assessment will increase by 1 percentage point to 29%. The students enter 8th grade with varying experiences and interest in science. Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Plan to Monitor Progress Toward the Goal

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule:

bi weekly basis

Evidence of Completion:

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G2. All students who score a Level 3 or above on the FCAT 2.0 Mathematics assessment will maintain proficiency at 78%.

Targets Supported

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

Resources Available to Support the Goal

- Student assessments and district interim reports Common Core State Standards Success Academy and Florida Achieves

Targeted Barriers to Achieving the Goal

- The ELL , Asian, SWD subgroups did not make satisfactory progress on the 2013 Mathematics FCAT 2.0 assessment. The reporting Category on the 2013 FCAT Math Test was Reporting Category 3- Geometry and Measurement
- Students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase by 2 percentage points to 42%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Reporting Category Statistics and Expressions, Equations, and Functions
- Students scoring at or above Achievement Level 4 on the FCAT 2.0 Assessment will increase by 1 percentage points to 35%. The area of deficiency as noted on the 2013 administration of the FCAT Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Statistics due to limited exposure to advanced experiences related to real world mathematics problem solving.
- Students making learning gains 2014 FCAT 2.0 and EOC will increase by 2 percentage points to 81%. Students need increased experience with technology, especially reading problems on the screen, working them out to paper, and then reporting the answer on the computer.
- Students in lowest 25% making learning gains on the FCAT 2.0 Assessment Math Assessment will increase by 2 percentage points to 83%. Students are in need of continuous and repetition /practice when revisiting mathematical concepts learned in both regular and intensive courses.

Plan to Monitor Progress Toward the Goal

Review monthly reports on student attendance and assessments used in the after school tutoring program. Conduct data chats within Math department.

Person or Persons Responsible

Administration

Target Dates or Schedule:

biweekly

Evidence of Completion:

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

G3. Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program in order to emphasize/engage students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Cisco Linking of Classes Media LEGOMIND, Fairchild Challenge

Targeted Barriers to Achieving the Goal

- An anticipated barrier is providing hands on experience and providing a rigorous program for students.

Plan to Monitor Progress Toward the Goal

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

quarterly.

Evidence of Completion:

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

G4. Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs 2 percentage points to 23%

Targets Supported

- CTE

Resources Available to Support the Goal

- Mathematics and Science. Math Research Competitive course

Targeted Barriers to Achieving the Goal

- After data analysis, we recognize the need to increase both the numbers of students enrolled in advanced courses along with competition rate and successful placement exams.

Plan to Monitor Progress Toward the Goal

Student Progress will be monitored by STEM teachers and administration quarterly on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

G5. All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Achieves 3000 computer based reading program in all Civics classes. primary and secondary sources

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

Plan to Monitor Progress Toward the Goal

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule:

weekly basis

Evidence of Completion:

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports
Summative Assessments- 2014 District Spring Assessment

G6. All eighth grade students scoring at or above 3.5 on the 2014 Writing Assessment will increase by 5 percentage points to 56%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Springboard Embedded assessments Arts for Learning Advancing teaching and learning through the arts and community cultural resources

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

Plan to Monitor Progress Toward the Goal

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G7. Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percent point in all areas.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Connect Ed and Plasco Character Education Seminars student code of conduct

Targeted Barriers to Achieving the Goal

- In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.
- In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who failed a math course, students who failed an English Language course, students who failed two or more courses in any subject.
- In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who receive two or more behavioral referrals.

Plan to Monitor Progress Toward the Goal

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule:

. Quarterly

Evidence of Completion:

2014 Student Early Warning Data

G8. Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Teacher Student Involvement (PTSI) Literacy Team activities

Targeted Barriers to Achieving the Goal

- We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

Plan to Monitor Progress Toward the Goal

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Logs will be reviewed from Connect Ed and parents sign in sheets.

G9. All student scoring at or above Level 3 on 2014 FCAT 2.0 Reading assessment will increase by 2 percentage points to 83%.

Targets Supported

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

Resources Available to Support the Goal

- Fair Assessments Reading Plus Online Program Florida Achieves CAP- Computer Assisted Programs

Targeted Barriers to Achieving the Goal

- The area of deficiency for the Asian, White and ELI subgroups as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers
- The area of deficiency for students scoring at or above Achievement level 4, as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose
- The area of deficiency for all students not making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/ Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.
- It is noted on the 2013 administration of the FCAT Reading Test was that students scored in the lowest 25% was 76%. The barrier is to increase this goal to 78%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.
- It is noted on the 2013 CELLA Listening/speaking students will increase mastery 3 percentage points from 69% to 72%. Students have limited opportunity to listen and speak academic English outside the classroom. Teachers will use expansions, paraphrases and repetition to model proper use of language while providing support in listening
- It is noted on the 2013 CELLA Reading students will increase mastery from 6 percentage points from 44% to 50%. Students have limited opportunity to read in English outside the classroom. Teachers will Activate prior knowledge and differentiate instruction when presenting new material.
- It is noted on the 2013 CELLA Writing students will increase mastery from 5 percentage points from 48% to 53%. Students have a limited opportunity to write academic English outside the classroom.
- The area of deficiency for students scoring at an achievement level 3 as noted on the 2013 administration of the FCAT 2.0 Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.

Plan to Monitor Progress Toward the Goal

Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

The LLT along with the MTSS/Rti will monitor the implementation of identified strategies. Reading Coach and Assistant principal will review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

Target Dates or Schedule:

Review formative bi weekly assessment

Evidence of Completion:

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

G10. Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.

Targets Supported

Resources Available to Support the Goal

- Success Academy and Florida Achieves Student mini assessments, Florida Achieves data reports and district interim reports.

Targeted Barriers to Achieving the Goal

- Middle school participation in high school EOC and industry certifications will increase by 3 percentage points to 75% for the 2014 school year. Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities
- Students will maintain performance proficiency at 98% for the 2014 Middle School acceleration performance.

Plan to Monitor Progress Toward the Goal

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule:

biweekly

Evidence of Completion:

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

G11. All students scoring at Achievement Level 3 or above will maintain performance proficiency on the 2014 Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Florida Achieves data reports and district interim reports. Success Academy

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the 2014 Algebra I EOC will be maintained at 30%. The area in need of support as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Using Mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operation.
- Students scoring at or above Achievement Level 4 on the 2014 Algebra I EOC will be maintained at 66%. The area of deficiency for students who scored a Level 4 or above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule:

biweekly

Evidence of Completion:

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G12. All students scoring at achievement level 3 or above on the Geometry EOC will maintain proficiency performance on the 2014 school year.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Fathom, Geometers; Sketchpad and webwork. Student mini assessments and district interim reports.

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the 2014 Geometry EOC will be maintained at 10%. The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Three Dimensional Geometry Mathematics due to limited classroom opportunities to develop exploration and inquiry activities
- Students scoring at or above Achievement Level 4 on the Geometry EOC will be maintain at 90%. The results of the 2013 indicate that students had difficulties with three dimensional geometry. Students will have increase opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguished between the proof of a conjecture and an example that supports a conjecture

Plan to Monitor Progress Toward the Goal

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule:

a bi weekly basis

Evidence of Completion:

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All eighth grade students will increase proficiency in Levels 3 and above on the 2014 FCAT 2.0 Science assessment.

G1.B1 Students scoring at Achievement Level 3 on the 2014 FCAT Science will increase by 3 percentage points to 32%. Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category, Nature of Science

G1.B1.S1 Continue to develop professional learning communities of teachers, with vertical and horizontal environment within the school, to research, discuss, design and implement strategies to increase inquiry based learning Physical and Chemical Science.

Action Step 1

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

September 5, 2013, October 25, 2013 Teacher Planning Days

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Facilitator:

Science Department Head

Participants:

Science Teachers

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

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G1.B1.S1

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G1.B1.S2 Create the implementation of inquiry based, hands on activities, labs addressing the necessary benchmarks.

Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Facilitator:

Science Department Head

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G1.B1.S2

Monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G1.B1.S3 Develop PLC of Science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, and Earth and Space Science Concepts.

Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Fidelity of Implementation of G1.B1.S3

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G1.B1.S3

Monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G1.B1.S4 Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students (i.e at grade level, intervention and enrichment groups)

Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Fidelity of Implementation of G1.B1.S4

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G1.B1.S4

Monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

Administration

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G1.B2 Students scoring at or above Achievement Level 4 on the FCAT 2.0 Science Assessment will increase by 1 percentage point to 29%. The students enter 8th grade with varying experiences and interest in science. Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

G1.B2.S1 Promote the use of instructional technology (e.g. Gizmos, Florida Achieves FOCUS, etc) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

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

Review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G1.B2.S1

Will monitor district interims and mini assessments and focus calendars to adjust interventions as needed and will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G2. All students who score a Level 3 or above on the FCAT 2.0 Mathematics assessment will maintain proficiency at 78%.

G2.B1 The ELL , Asian, SWD subgroups did not make satisfactory progress on the 2013 Mathematics FCAT 2.0 assessment. The reporting Category on the 2013 FCAT Math Test was Reporting Category 3-Geometry and Measurement

G2.B1.S1 In Grades 6-8, students need more opportunities to utilize problem solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom

Action Step 1

monitor effectiveness of PLC and student performance by meeting biweekly with teachers. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Implement math tutoring pull out during classes. Review monthly reports on student attendance and assessments used in the after school tutoring program. Conduct data chats within Math department

Person or Persons Responsible

Mathematics Department chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

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

monitor effectiveness of PLC and student performance by meeting biweekly with teachers. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Implement math tutoring pull out during classes. Review monthly reports on student attendance and assessments used in the after school tutoring program

Person or Persons Responsible

Mathematics Department chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G2.B1.S1

Conduct data chats within Math department monitor data and adjust intervention as needed.

Person or Persons Responsible

Mathematics Department chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

G2.B2 Students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase by 2 percentage points to 42%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Reporting Category Statistics and Expressions, Equations, and Functions

G2.B2.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for deeper understanding of fractions, ratios, proportional relationships, and statistics.

Action Step 1

monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction

Person or Persons Responsible

Math Department Chair and LLT

Target Dates or Schedule

August 8 (Teacher Work days) ongoing

Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

Facilitator:

Sophia Prevolis and Administration

Participants:

Math Teachers

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

monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction

Person or Persons Responsible

Math Department Chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

Plan to Monitor Effectiveness of G2.B2.S1

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Math Department Chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

G2.B3 Students scoring at or above Achievement Level 4 on the FCAT 2.0 Assessment will increase by 1 percentage points to 35%. The area of deficiency as noted on the 2013 administration of the FCAT Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Statistics due to limited exposure to advanced experiences related to real world mathematics problem solving.

G2.B3.S1 Students in grades 6-8 who scored a Level 4 on the 2013 FCAT 2.0 will be provided with increased opportunities for student discourse to ensure students communicate precisely to others, use clear definitions and construct viable arguments to defend their reasoning in the areas of fractions, ratios, proportional relationships and statistics. They will share their arguments through daily journaling and discuss ideas in debate format through STEM and Math Club Meetings.

Action Step 1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of G2.B3.S1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G2.B3.S1

will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

G2.B4 Students making learning gains 2014 FCAT 2.0 and EOC will increase by 2 percentage points to 81%. Students need increased experience with technology, especially reading problems on the screen, working them out to paper, and then reporting the answer on the computer.

G2.B4.S1 Utilize student learning notebooks, Success Academy, Florida Achieves to increase student mastery. Students will utilize Geometry Sketchpad, Fathom, and web work to supplement instruction and utilize technology in the math classes.

Action Step 1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

September 5, October 25, November 8 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

Facilitator:

Math Department Chair

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

Plan to Monitor Effectiveness of G2.B4.S1

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

G2.B5 Students in lowest 25% making learning gains on the FCAT 2.0 Assessment Math Assessment will increase by 2 percentage points to 83%. Students are in need or continuous and repetition /practice when revisiting mathematical concepts learned in both regular and intensive courses.

G2.B5.S1 Identify students in lowest 25% early in the school year and use an in-school intervention tutorial program before and after school in order to address the mathematics deficiencies particularly when solving real world problems using operations on real numbers and analyzing and summarizing data sets.

Action Step 1

will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

September 5, 2013 October 25, November 8, December 12(Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

Facilitator:

Math Department Chair and Administration

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

Plan to Monitor Effectiveness of G2.B5.S1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

G3. Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program in order to emphasize/engage students.

G3.B1 An anticipated barrier is providing hands on experience and providing a rigorous program for students.

G3.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , LEGOMIND, Fairchild Challenge, etc).

Action Step 1

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quaterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August 12 - 16, 2013, (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

Facilitator:

Science and Math Department Chairs

Participants:

Program teachers

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

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quaterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G3.B1.S1

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly.

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

G3.B1.S2 Develop Professional Learning Communities (PLC) of science and mathematics teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning

Action Step 1

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

Facilitator:

Science and Math Department Chairs

Participants:

Program Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G3.B1.S2

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

G3.B1.S3 Collaborate with programs in colleges to engage students in hands-on, real-world STEM applications through projects and activities

Action Step 1

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

Plan to Monitor Fidelity of Implementation of G3.B1.S3

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G3.B1.S3

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

G3.B1.S4 Incorporates critical thinking and problem-solving skills. Utilize Cisco Linking of Classes Media to integrate lessons in classrooms

Action Step 1

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

Plan to Monitor Fidelity of Implementation of G3.B1.S4

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G3.B1.S4

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

G4. Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs 2 percentage points to 23%

G4.B1 After data analysis, we recognize the need to increase both the numbers of students enrolled in advanced courses along with competition rate and successful placement exams.

G4.B1.S1 Implement a pre- diagnostic exam in Mathematics and implement a Math Research Competitive course

Action Step 1

Student Progress will be monitored by STEM teachers and administration quarterly on student participation and effectiveness of the programs

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

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

Student Progress will be monitored by STEM teachers and administration quarterly on student participation and effectiveness of the programs

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

Plan to Monitor Effectiveness of G4.B1.S1

Student Progress will be monitored by STEM teachers and administration quarterly on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

G4.B1.S2 Encourage participating in State, District, and National Competitions in Mathematics and Science.

Action Step 1

Student Progress will be monitored on student participation and effectiveness of the programs

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Student Progress will be monitored on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

Plan to Monitor Effectiveness of G4.B1.S2

Student Progress will be monitored on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

G5. All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

G5.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

G5.B1.S1 Develop student understanding of the content-specific civics vocabulary

Action Step 1

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

August 12-16, 2013, October 25, December 12, February 7, April 7 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

Facilitator:

Administration

Participants:

The Social Studies department chairs, Reading Coach, Administration

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

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

Plan to Monitor Effectiveness of G5.B1.S1

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

G5.B1.S2 Provide activities that allow student to interpret primary and secondary sources of information, using multimedia sources to examine

Action Step 1

monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

August 12-16, 2013, October 25, December 12, February 7, April 7 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

Facilitator:

Sophia Prevolis and Administration

Participants:

Social Studies Teachers

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

monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

Plan to Monitor Effectiveness of G5.B1.S2

monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

G5.B1.S3 Implement Achieves 3000 computer based reading program in all Civics classes.

Action Step 1

monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

Facilitator:

Administration and Achieves Representative

Participants:

Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S3

monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

Plan to Monitor Effectiveness of G5.B1.S3

monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

G6. All eighth grade students scoring at or above 3.5 on the 2014 Writing Assessment will increase by 5 percentage points to 56%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

G6.B1.S1 School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

Action Step 1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Facilitator:

Reading Coach

Participants:

Reading Coach and Language Arts department

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

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S2 Implementation of school wide writing prompts and discussions. Organize Writing Seminar for bubble students.

Action Step 1

monitor writing centers and analyze pre and post writing test data

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Facilitator:

Language Arts Department Chair

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Review monthly writing journals and assignments to ensure progress of students

Person or Persons Responsible

Administrators

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S2

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S4 Include an exemplar text lesson in each grading period

Action Step 1

monitor writing centers and analyze pre and post writing test data

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Review monthly writing journals and assignments to ensure progress of students.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S4

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S5 Writing seminars will be implemented throughout the school year.

Action Step 1

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

September 5, September 26, October 21- November 7, 2013

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Facilitator:

Janet Evans Arts for Learning

Participants:

Writing teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S5

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S5

Review monthly writing journals and assignments to ensure progress of students. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S6 Provide incentives for students who score a level 3 or higher on the 2014 FCAT Writing Test

Action Step 1

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Facilitator:

Language Arts Department Chair

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S6

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S6

Administrators

Person or Persons Responsible

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G7. Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percent point in all areas.

G7.B1 In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G7.B1.S1 Parents/student notification system regarding excessive absences and tardiness (Connect Ed and Plasco).

Action Step 1

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

Training on August 12 -16 Quarterly Reports

Evidence of Completion

2014 Student Early Warning Data

Facilitator:

Administration

Participants:

Administration and MTSS/RtI

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

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

Person or Persons Responsible

Administration and MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Effectiveness of G7.B1.S1

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

Person or Persons Responsible

Administration and MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

G7.B1.S2 Student lock out will be enforced throughout the day.

Action Step 1

Will monitor data and reports from Plasco and counselor logs.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Student Early Warning Data

Facilitator:

Counselors and Assistant Principal

Participants:

Counselors and Attendance Clerk

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

Will monitor data and reports from Plasco and counselor logs.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Effectiveness of G7.B1.S2

Review reports of student outdoor and indoor suspension, attendance reports, counselors and will monitor and make interventions as needed with students.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Student Early Warning Data

G7.B2 In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who failed a math course, students who failed an English Language course, students who failed two or more courses in any subject.

G7.B2.S1 Students will be enrolled in course recovery classes and offered before and after school tutoring.

Action Step 1

monitor and make interventions as needed with students

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

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

monitor and make interventions as needed with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Effectiveness of G7.B2.S1

monitor and make interventions as needed with students

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

G7.B3 In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who receive two or more behavioral referrals.

G7.B3.S1 Continue the implementation of the Plasco system to monitor behavior infractions. Training will be provided for security and administrators to monitor the system.

Action Step 1

Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Effectiveness of G7.B3.S1

Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

G7.B3.S2 MTSS/RtI team will monitor students who receive two more behavior referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

Review reports of student outdoor and indoor suspension, attendance reports, and counselors

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Fidelity of Implementation of G7.B3.S2

Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

Plan to Monitor Effectiveness of G7.B3.S2

Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student Early Warning Data

G8. Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.

G8.B1 We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

G8.B1.S1 Through the Parent Teacher Student Involvement (PTSI), create a variety of opportunities before and after school for parents to volunteer and participate.

Action Step 1

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Logs will be reviewed from Connect Ed and parents sign in sheets.

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

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Logs will be reviewed from Connect Ed and parents sign in sheets.

Plan to Monitor Effectiveness of G8.B1.S1

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Logs will be reviewed from Connect Ed and parents sign in sheets.

G8.B1.S2 Use the Website, Doral APP on electronic devices and Connect Ed to communicate with parents.

Action Step 1

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 logs

Plan to Monitor Fidelity of Implementation of G8.B1.S2

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 logs

Plan to Monitor Effectiveness of G8.B1.S2

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 logs

G8.B1.S4 Increase Literacy Team activities for Parents and families after school that offer interventions and support for students who are struggling or at risk.

Action Step 1

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Once a Month for the 2013-2014 School year

Evidence of Completion

2014 logs

Facilitator:

Literacy Team

Participants:

Parents and Students

Plan to Monitor Fidelity of Implementation of G8.B1.S4

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 logs

Plan to Monitor Effectiveness of G8.B1.S4

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 logs

G9. All student scoring at or above Level 3 on 2014 FCAT 2.0 Reading assessment will increase by 2 percentage points to 83%.

G9.B1 The area of deficiency for the Asian, White and ELI subgroups as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers

G9.B1.S1 Provide students with opportunities to compare and contrast, cite several pieces of textual evidence to support analysis of what they text says explicitly as well as inferences drawn from the text

Action Step 1

Provide students with opportunities to compare and contrast, cite several pieces of textual evidence to support analysis of what they text says explicitly as well as inferences drawn from the text

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 8-16 and Teacher Planning days ongoing

Evidence of Completion

review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed

Facilitator:

Reading Coach

Participants:

Teachers

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

monitor the implementation of identified strategies on a bi weekly basis.

Person or Persons Responsible

The LLT along with the MTSS/Rti conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G9.B1.S1

Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

G9.B1.S2 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

Action Step 1

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed

Plan to Monitor Fidelity of Implementation of G9.B1.S2

monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed

Person or Persons Responsible

Reading Coach and Assistant principal

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment: Fair Assessment Data Summative Assessment: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G9.B1.S2

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment: Fair Assessment Data Summative Assessment: Results from the 2014 FCAT 2.0 Reading

G9.B1.S3 Provide students with the use of task cards vocabulary with context clues, interactive word walls, heritage language/ English dictionary and structure analysis

Action Step 1

Provide students with the use of task cards vocabulary with context clues, interactive word walls, heritage language/ English dictionary and structure analysis

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed

Plan to Monitor Fidelity of Implementation of G9.B1.S3

assessment data reports to ensure progress in being made and adjust intervention as needed. Monitor Reading Plus Online interventions

Person or Persons Responsible

The LLT along with the MTSS/Rti

Target Dates or Schedule

Bi weekly

Evidence of Completion

Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves

Plan to Monitor Effectiveness of G9.B1.S3

review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Monitor Reading Plus Online interventions. Use Florida Achieves computer program to administer mini assessments

Person or Persons Responsible

The LLT along with the MTSS/Rti

Target Dates or Schedule

Bi weekly

Evidence of Completion

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

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

monitor the implementation of strategies

Person or Persons Responsible

Assistant Principal, Reading Coach, Language Arts Department chairperson

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G9.B2.S1

review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed.

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G9.B3 The area of deficiency for all students not making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.

G9.B3.S1 Utilize Florida Achieves in Reading and provide FCAT reading target tutoring afterschool.

Action Step 1

monitor interventions

Person or Persons Responsible

MTSS/RtI along with LLT

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Facilitator:

Sophia Prevolis

Participants:

Reading Teachers

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

Review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Review department action plans and pacing guides.

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G9.B3.S1

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G9.B4 It is noted on the 2013 administration of the FCAT Reading Test was that students scored in the lowest 25% was 76%. The barrier is to increase this goal to 78%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.

G9.B4.S1 Use incentives to encourage students to participate in the after school tutoring program consistently. Utilize Reading Computer Based programs such as Reading Plus and Florida Achieves in Language Arts classes.

Action Step 1

monitor tutoring programs and student progression

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Facilitator:

Sophia Prevolis

Participants:

6-8 Reading and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Use data gathered from students in the pull out program. Review monthly reports on student's attendance and assessments used in the after school tutoring program. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading coach and Assistant principal

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G9.B4.S1

Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G9.B5 It is noted on the 2013 CELLA Listening/speaking students will increase mastery 3 percentage points from 69% to 72%. Students have limited opportunity to listen and speak academic English outside the classroom. Teachers will use expansions, paraphrases and repetition to model proper use of language while providing support in listening

G9.B5.S1 Role –play, teacher/student/modeling, Think Aloud and Cooperative learning in the form of group projects will be implemented to provide support during speaking activities. Teachers use illustrations and diagrams while asking open-ended questions so that students are processing the information and articulating it on their own.

Action Step 1

monitor the implementation of identified strategies

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G9.B5.S1

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

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Effectiveness of G9.B5.S1

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

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly assessment

Evidence of Completion

Formative Assessment- Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented Summative Assessment- Results from the 2014 CELLA

G9.B6 It is noted on the 2013 CELLA Reading students will increase mastery from 6 percentage points from 44% to 50%. Students have limited opportunity to read in English outside the classroom. Teachers will Activate prior knowledge and differentiate instruction when presenting new material.

G9.B6.S1 The Comprehensive Research-based Reading Plan (CRRP) task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students.

Action Step 1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusts as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G9.B6.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusts as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Effectiveness of G9.B6.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

G9.B7 It is noted on the 2013 CELLA Writing students will increase mastery from 5 percentage points from 48% to 53% Students have a limited opportunity to write academic English outside the classroom.

G9.B7.S1 Dialogue journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms.

Action Step 1

Monitor the implementation of identified strategies.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly assessment

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G9.B7.S1

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

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly assessment

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Effectiveness of G9.B7.S1

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

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly assessment

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

G9.B8 The area of deficiency for students scoring at an achievement level 3 as noted on the 2013 administration of the FCAT 2.0 Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.

G9.B8.S1 Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Action Step 1

Monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

Person or Persons Responsible

The LLT along with administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G9.B8.S1

Monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

Person or Persons Responsible

The LLT along with administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G9.B8.S1

Monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments

Person or Persons Responsible

Reading Coach and administration

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

G10. Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.

G10.B1 Middle school participation in high school EOC and industry certifications will increase by 3 percentage points to 75% for the 2014 school year. Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities

G10.B1.S1 The Mathematics department will work to align the New Generation Standards with district pacing guides in order develop a department Focus Calendar that will be used to provide supplemental materials

Action Step 1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Professional Learning Community

Target Dates or Schedule

September 5, October 25, November 8, December 12 Teacher Planning Days

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Facilitator:

Math Department Chair

Participants:

Professional Learning Community

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

. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Effectiveness of G10.B1.S1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

G10.B1.S2 Students will use virtual manipulative to support and enhance instruction

Action Step 1

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Effectiveness of G10.B1.S2

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

G10.B1.S3 Supplemental resources such as Success Academy and Florida Achieves computer based program.

Action Step 1

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Effectiveness of G10.B1.S3

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

G10.B1.S4 Students will have increase opportunities to participate in competition level mathematics problems and gain a deeper understanding and probing for “How” and “Why” on advanced critical thinking problems.

Action Step 1

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Fidelity of Implementation of G10.B1.S4

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

Plan to Monitor Effectiveness of G10.B1.S4

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

G11. All students scoring at Achievement Level 3 or above will maintain performance proficiency on the 2014 Algebra I EOC.

G11.B1 Students scoring at Achievement Level 3 on the 2014 Algebra I EOC will be maintained at 30%. The area in need of support as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Using Mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operation.

G11.B1.S3 Supplemental resources such as Success Academy and Florida Achieves computer based program

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G11.B1.S3

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G11.B1.S3

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G11.B1.S4 Solve algebraic proportions in real-world and mathematical contexts.

Action Step 1

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G11.B1.S4

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G11.B1.S4

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G11.B2 Students scoring at or above Achievement Level 4 on the 2014 Algebra I EOC will be maintained at 66%. The area of deficiency for students who scored a Level 4 or above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G11.B2.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of fractions, ratios, proportional relationships, and statistics.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

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

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G11.B2.S1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

G11.B2.S2 Utilize technology to provide resources and supplement to students rigor practices in Algebra I and develop enrichment programs such as competitions for advanced students.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

Formative biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G11.B2.S2

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G11.B2.S2

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

Person or Persons Responsible

Formative biweekly

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G12. All students scoring at achievement level 3 or above on the Geometry EOC will maintain proficiency performance on the 2014 school year.

G12.B1 Students scoring at Achievement Level 3 on the 2014 Geometry EOC will be maintained at 10%
The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Three Dimensional Geometry Mathematics due to limited classroom opportunities to develop exploration and inquiry activities

G12.B1.S2 Provide students inductive reasoning strategies that include discovery learning activities.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G12.B1.S2

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B1.S2

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G12.B1.S3 Provide opportunities for students to apply geometric concepts in modeling real-world activities.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G12.B1.S3

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B1.S3

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G12.B1.S4 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem by using Fathom, Geometers; Sketchpad and webwork.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

September 5, October 25, November 8, December 12 Teacher Planning Days

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Facilitator:

Math Department Chair

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S4

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B1.S4

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G12.B2 Students scoring at or above Achievement Level 4 on the Geometry EOC will be maintain at 90%. The results of the 2013 indicate that students had difficulties with three dimensional geometry. Students will have increase opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguished between the proof of a conjecture and an example that supports a conjecture

G12.B2.S1 Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities.

Action Step 1

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G12.B2.S1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed

Person or Persons Responsible

The mathematics department chair and

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B2.S1

Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. Conduct Data Chats. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. The Geometry EOC will be used to determine the effectiveness of the strategy

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G12.B2.S2 Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.

Action Step 1

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G12.B2.S2

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B2.S2

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. Conduct Data Chats Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. The Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

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. All eighth grade students will increase proficiency in Levels 3 and above on the 2014 FCAT 2.0 Science assessment.

G1.B1 Students scoring at Achievement Level 3 on the 2014 FCAT Science will increase by 3 percentage points to 32%. Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category, Nature of Science

G1.B1.S1 Continue to develop professional learning communities of teachers, with vertical and horizontal environment within the school, to research, discuss, design and implement strategies to increase inquiry based learning Physical and Chemical Science.

PD Opportunity 1

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Facilitator

Science Department Head

Participants

Science Teachers

Target Dates or Schedule

September 5, 2013, October 25, 2013 Teacher Planning Days

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G1.B1.S2 Create the implementation of inquiry based, hands on activities, labs addressing the necessary benchmarks.

PD Opportunity 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions

Facilitator

Science Department Head

Participants

Science Teachers

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

G2. All students who score a Level 3 or above on the FCAT 2.0 Mathematics assessment will maintain proficiency at 78%.

G2.B2 Students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase by 2 percentage points to 42%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Reporting Category Statistics and Expressions, Equations, and Functions

G2.B2.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for deeper understanding of fractions, ratios, proportional relationships, and statistics.

PD Opportunity 1

monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction

Facilitator

Sophia Prevolis and Administration

Participants

Math Teachers

Target Dates or Schedule

August 8 (Teacher Work days) ongoing

Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

G2.B4 Students making learning gains 2014 FCAT 2.0 and EOC will increase by 2 percentage points to 81%. Students need increased experience with technology, especially reading problems on the screen, working them out to paper, and then reporting the answer on the computer.

G2.B4.S1 Utilize student learning notebooks, Success Academy, Florida Achieves to increase student mastery. Students will utilize Geometry Sketchpad, Fathom, and web work to supplement instruction and utilize technology in the math classes.

PD Opportunity 1

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

September 5, October 25, November 8 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

G2.B5 Students in lowest 25% making learning gains on the FCAT 2.0 Assessment Math Assessment will increase by 2 percentage points to 83%. Students are in need or continuous and repetition /practice when revisiting mathematical concepts learned in both regular and intensive courses.

G2.B5.S1 Identify students in lowest 25% early in the school year and use an in-school intervention tutorial program before and after school in order to address the mathematics deficiencies particularly when solving real world problems using operations on real numbers and analyzing and summarizing data sets.

PD Opportunity 1

will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Facilitator

Math Department Chair and Administration

Participants

Math Teachers

Target Dates or Schedule

September 5, 2013 October 25, November 8, December 12(Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

G3. Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program in order to emphasize/engage students.

G3.B1 An anticipated barrier is providing hands on experience and providing a rigorous program for students.

G3.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , LEGOMIND, Fairchild Challenge, etc).

PD Opportunity 1

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quaterly. Modify, Implement and Revise action plan and focus calendar.

Facilitator

Science and Math Department Chairs

Participants

Program teachers

Target Dates or Schedule

August 12 - 16, 2013, (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

G3.B1.S2 Develop Professional Learning Communities (PLC) of science and mathematics teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning

PD Opportunity 1

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers quarterly. Modify, Implement and Revise action plan and focus calendar.

Facilitator

Science and Math Department Chairs

Participants

Program Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

G5. All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

G5.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

G5.B1.S1 Develop student understanding of the content-specific civics vocabulary

PD Opportunity 1

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

Facilitator

Administration

Participants

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

August 12-16, 2013, October 25, December 12, February 7, April 7 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

G5.B1.S2 Provide activities that allow student to interpret primary and secondary sources of information, using multimedia sources to examine

PD Opportunity 1

monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Facilitator

Sophia Prevolis and Administration

Participants

Social Studies Teachers

Target Dates or Schedule

August 12-16, 2013, October 25, December 12, February 7, April 7 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

G5.B1.S3 Implement Achieves 3000 computer based reading program in all Civics classes.

PD Opportunity 1

monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Facilitator

Administration and Achieves Representative

Participants

Social Studies Teachers

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

G6. All eighth grade students scoring at or above 3.5 on the 2014 Writing Assessment will increase by 5 percentage points to 56%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

G6.B1.S1 School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

PD Opportunity 1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Facilitator

Reading Coach

Participants

Reading Coach and Language Arts department

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S2 Implementation of school wide writing prompts and discussions. Organize Writing Seminar for bubble students.

PD Opportunity 1

monitor writing centers and analyze pre and post writing test data

Facilitator

Language Arts Department Chair

Participants

Language Arts Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S5 Writing seminars will be implemented throughout the school year.

PD Opportunity 1

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

Facilitator

Janet Evans Arts for Learning

Participants

Writing teachers

Target Dates or Schedule

September 5, September 26, October 21- November 7, 2013

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S6 Provide incentives for students who score a level 3 or higher on the 2014 FCAT Writing Test

PD Opportunity 1

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Facilitator

Language Arts Department Chair

Participants

Language Arts Teachers

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G7. Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percent point in all areas.

G7.B1 In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G7.B1.S1 Parents/student notification system regarding excessive absences and tardiness (Connect Ed and Plasco).

PD Opportunity 1

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

Facilitator

Administration

Participants

Administration and MTSS/RtI

Target Dates or Schedule

Training on August 12 -16 Quarterly Reports

Evidence of Completion

2014 Student Early Warning Data

G7.B1.S2 Student lock out will be enforced throughout the day.

PD Opportunity 1

Will monitor data and reports from Plasco and counselor logs.

Facilitator

Counselors and Assistant Principal

Participants

Counselors and Attendance Clerk

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Student Early Warning Data

G8. Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.

G8.B1 We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

G8.B1.S4 Increase Literacy Team activities for Parents and families after school that offer interventions and support for students who are struggling or at risk.

PD Opportunity 1

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Facilitator

Literacy Team

Participants

Parents and Students

Target Dates or Schedule

Once a Month for the 2013-2014 School year

Evidence of Completion

2014 logs

G9. All student scoring at or above Level 3 on 2014 FCAT 2.0 Reading assessment will increase by 2 percentage points to 83%.

G9.B1 The area of deficiency for the Asian, White and ELI subgroups as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers

G9.B1.S1 Provide students with opportunities to compare and contrast, cite several pieces of textual evidence to support analysis of what they text says explicitly as well as inferences drawn from the text

PD Opportunity 1

Provide students with opportunities to compare and contrast, cite several pieces of textual evidence to support analysis of what they text says explicitly as well as inferences drawn from the text

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Beginning August 8-16 and Teacher Planning days ongoing

Evidence of Completion

review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed

G9.B3 The area of deficiency for all students not making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.

G9.B3.S1 Utilize Florida Achieves in Reading and provide FCAT reading target tutoring afterschool.

PD Opportunity 1

monitor interventions

Facilitator

Sophia Prevolis

Participants

Reading Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G9.B4 It is noted on the 2013 administration of the FCAT Reading Test was that students scored in the lowest 25% was 76%. The barrier is to increase this goal to 78%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.

G9.B4.S1 Use incentives to encourage students to participate in the after school tutoring program consistently. Utilize Reading Computer Based programs such as Reading Plus and Florida Achieves in Language Arts classes.

PD Opportunity 1

monitor tutoring programs and student progression

Facilitator

Sophia Prevolis

Participants

6-8 Reading and Language Arts Teachers

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G10. Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.

G10.B1 Middle school participation in high school EOC and industry certifications will increase by 3 percentage points to 75% for the 2014 school year. Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities

G10.B1.S1 The Mathematics department will work to align the New Generation Standards with district pacing guides in order develop a department Focus Calendar that will be used to provide supplemental materials

PD Opportunity 1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Facilitator

Math Department Chair

Participants

Professional Learning Community

Target Dates or Schedule

September 5, October 25, November 8, December 12 Teacher Planning Days

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

G12. All students scoring at achievement level 3 or above on the Geometry EOC will maintain proficiency performance on the 2014 school year.

G12.B1 Students scoring at Achievement Level 3 on the 2014 Geometry EOC will be maintained at 10%
The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Three Dimensional Geometry Mathematics due to limited classroom opportunities to develop exploration and inquiry activities

G12.B1.S4 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem by using Fathom, Geometers; Sketchpad and webwork.

PD Opportunity 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

September 5, October 25, November 8, December 12 Teacher Planning Days

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All eighth grade students will increase proficiency in Levels 3 and above on the 2014 FCAT 2.0 Science assessment.	\$3,000
G2.	All students who score a Level 3 or above on the FCAT 2.0 Mathematics assessment will maintain proficiency at 78%.	\$1,500
G5.	All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.	\$36,260
G6.	All eighth grade students scoring at or above 3.5 on the 2014 Writing Assessment will increase by 5 percentage points to 56%.	\$30,000
G7.	Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percent point in all areas.	\$19,000
Total		\$89,760

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Materials	Technology	Evidence-Based Program
Total	\$89,760	\$5,500	\$55,260	\$29,000
Operating funds	\$3,000	\$22,000	\$19,000	
Internal funds	\$1,500	\$1,500		
Internal Funds	\$36,260	\$36,260		
SACS	\$1,000	\$1,000		
Operating Funds	\$29,000	\$29,000		

Budget Details

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

G1. All eighth grade students will increase proficiency in Levels 3 and above on the 2014 FCAT 2.0 Science assessment.

G1.B1 Students scoring at Achievement Level 3 on the 2014 FCAT Science will increase by 3 percentage points to 32%. Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category, Nature of Science

G1.B1.S2 Create the implementation of inquiry based, hands on activities, labs addressing the necessary benchmarks.

Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Evidence will show that students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences and predictions

Resource Type

Evidence-Based Materials

Resource

Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems.

Funding Source

Operating funds

Amount Needed

\$3,000

G2. All students who score a Level 3 or above on the FCAT 2.0 Mathematics assessment will maintain proficiency at 78%.

G2.B5 Students in lowest 25% making learning gains on the FCAT 2.0 Assessment Math Assessment will increase by 2 percentage points to 83%. Students are in need or continuous and repetition /practice when revisiting mathematical concepts learned in both regular and intensive courses.

G2.B5.S1 Identify students in lowest 25% early in the school year and use an in-school intervention tutorial program before and after school in order to address the mathematics deficiencies particularly when solving real world problems using operations on real numbers and analyzing and summarizing data sets.

Action Step 1

will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress. Teachers will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

Resource Type

Evidence-Based Materials

Resource

Materials and supplies

Funding Source

Internal funds

Amount Needed

\$1,500

G5. All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

G5.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

G5.B1.S3 Implement Achieves 3000 computer based reading program in all Civics classes.

Action Step 1

monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Resource Type

Technology

Resource

UtilizeAchieve3000 Differentiated Literacy Solution

Funding Source

Internal Funds

Amount Needed

\$36,260

G6. All eighth grade students scoring at or above 3.5 on the 2014 Writing Assessment will increase by 5 percentage points to 56%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

G6.B1.S2 Implementation of school wide writing prompts and discussions. Organize Writing Seminar for bubble students.

Action Step 1

monitor writing centers and analyze pre and post writing test data

Resource Type

Evidence-Based Materials

Resource

Supplemental materials and supplies

Funding Source

SACS

Amount Needed

\$1,000

G6.B1.S5 Writing seminars will be implemented throughout the school year.

Action Step 1

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

Resource Type

Evidence-Based Program

Resource

Arts for Learning

Funding Source

Operating Funds

Amount Needed

\$29,000

G7. Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percent point in all areas.

G7.B1 In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G7.B1.S1 Parents/student notification system regarding excessive absences and tardiness (Connect Ed and Plasco).

Action Step 1

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

Resource Type

Technology

Resource

Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco

Funding Source

Operating funds

Amount Needed

\$19,000