

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater East Academy Middle School
998 SW 1ST ST
Miami, FL 33130
305-324-6963

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School Yes	Minority Rate 99%

School Grades History

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

Mater East Academy Middle School

Principal

Alex Tamargo

School Advisory Council chair

Valerie Rodgers

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

Name	Title
Annie Rodriguez	ESE Coordinator
Susana M. Perez	ELL Coordinator
Alex Tamargo	Principal
Emily Delgado	Guidance Counselor
Ruth Valdes	Language Arts Department Chairperson
Maria Reyes	Math Department Chairperson
Martha Bello-Rodriguez	Test Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, teachers-6, parents-5, educational support-2, student-2, business/community representative-3

Involvement of the SAC in the development of the SIP

Read and review data, as well as plan, for cohesiveness. Ensure School Improvement Plan is followed with fidelity.

Activities of the SAC for the upcoming school year

Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis
Discuss school-wide decisions and projects
Develop strategies to address school-wide needs and areas of improvement.

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

Reading & Math programs, Textbooks and other research based text.
Budget \$5 per student- middle school numbers
Payment of teacher salaries for the implementation of before, after, and Saturday school tutoring program -\$1500.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alex Tamargo

Principal

Years as Administrator: 9

Years at Current School: 6

Credentials

BA – English Literature with a Minor Secondary Education
 MS – Educational Leadership

Performance Record

2013-School Grade
 Rdg. Proficiency, 52%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 63%
 Math Lrg Gains, 72%
 Rdg. Imp. of Lowest 25%-59%
 Math Imp. of Lowest 25%-66%
 Rdg. AMO- 53%
 Math AMO- 61%
 2012- School Grade A
 Rdg Proficiency, 48%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 64%
 Math Lrg. Gains, 58%
 Rdg Imp. of Lowest 25%-76%
 Math Imp. of Lowest 25%-69%
 Rdg. AMO -56%
 Math AMO -57%
 2011
 School Grade C
 High Standards Rdg.-57%
 High Standards Math- 61%
 Lrng Gains-Rdg.-57%
 Lrng Gains-Math -61%
 Gains-Rdg- 25%-73
 Gains –Math-25%-64
 2010
 School Grade B
 High Standards Rdg.- 40
 High Standards Math- 75
 Lrng Gains-Rdg.- 52
 Lrng Gains-Math- 81
 Gains-Rdg-25% - 43
 Gains –Math-25% -79
 2009
 School Grade B
 High Standards Rdg.- 37
 High Standards Math- 73
 Lrng Gains-Rdg.-25% - 51
 Lrng Gains-Math -25% - 78
 Gains-Rdg-25% - 57
 Gains –Math-25% - 79

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Liliana Sanchez		
Part-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BS-Psychology MS-Varying Exceptionalities, Reading Endorsement	
Performance Record	2013 School Grade X High Standards Rdg. X High Standards Math X Lrng Gains-Rdg. X Lrng Gains-Math X Gains-Rdg-25% X Gains-Math-25% X 2012 School Grade C High Standards Rdg. 48 High Standards Math 43 Lrng Gains-Rdg. 64 Lrng Gains-Math 58 Gains-Rdg-25% 76 Gains-Math-25% 69 2011 School Grade C High Standards Rdg. - 57 High Standards Math 61 Lrng Gains-Rdg. 57 Lrng Gains-Math - 61 Gains-Rdg-25% -73 Gains-Math-25%- 64 2010 School Grade B High Standards Rdg 60 High Standards Math 60 Lrng Gains-Rdg. 66 Lrng Gains-Math 68 Gains-Rdg-25% 70 Gains-Math-25% 75 2009 School Grade C High Standards Rdg. 31 High Standards Math 63 Lrng Gains-Rdg. 54 Lrng Gains-Math 71 Gains-Rdg-25% 53 Gains-Math-25% 63	

Classroom Teachers

of classroom teachers

17

receiving effective rating or higher

12, 71%

Highly Qualified Teachers

100%

certified in-field

17, 100%

ESOL endorsed

4, 24%

reading endorsed

1, 6%

with advanced degrees

3, 18%

National Board Certified

0, 0%

first-year teachers

3, 18%

with 1-5 years of experience

6, 35%

with 6-14 years of experience

11, 65%

with 15 or more years of experience

0, 0%

Teacher Recruitment and Retention Strategies

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

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

1. Compensation and benefits equal to that of traditional public schools.
2. Soliciting referrals from current employees.
3. Soliciting referrals from administrative colleagues.
4. Provide individualized support for all teachers
5. Attend job fairs at local colleges and universities

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

Daniel Chong/Maria Reyes:

Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

Shannon Hernandez/Vanessa Villamiel:

Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

Angelica Ortiz/Armando Delgado:

Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for

the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

1. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)

Administrator(s), Alex Tamargo, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

School reading, math, science, and behavior specialists - Ruth Valdes, Maria Reyes, Martha Bello-Rodriguez

Curriculum specialist - Susana M. Perez

Special education personnel - Annie Rodriguez

School guidance counselor - Emily Delgado

Member of advisory group, community stakeholders, parents (specify names)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically, monthly, to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Annie Rodriguez, Susana M. Perez, Alex Tamargo) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Annie Rodriguez, Susana M. Perez, Alex Tamargo) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

See http://rti.dadeschools.net/pdfs/Rtl_Guide/Ch7-OPM_across_all_tiers_of_support.pdf for guidance in writing this section)

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- Oral Reading Fluency Measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,880

After School Program - Math tutorial program once a week for lowest 25%

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data from Interim testing is collected throughout the year to determine the effectiveness of tutorial programs as well as team planning groups. Additionally, in-house quarterly assessments have been developed to monitor student academic progress and to assist with curriculum development.

Who is responsible for monitoring implementation of this strategy?

MTSS/RTI Leadership Team

Strategy: Weekend Program

Minutes added to school year: 1,440

Weekend program - adding tutorial services from 9am - 12pm on Saturdays from January to March for instruction in Reading and Math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data from Interim testing is collected throughout the year to determine the effectiveness of tutorial programs as well as team planning groups. Additionally, in-house quarterly assessments have been developed to monitor student academic progress and to assist with curriculum development.

Who is responsible for monitoring implementation of this strategy?

MTSS/RTI Leadership Team

Strategy: Before or After School Program

Minutes added to school year: 30

Weekend program - adding tutorial services from 9am - 12pm on Saturdays from January to March for instruction in Reading and Math.

After School Program - Teachers have weekly department meetings for team planning.

Strategy Purpose(s)

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

Data from Interim testing is collected throughout the year to determine the effectiveness of tutorial programs as well as team planning groups. Additionally, in-house quarterly assessments have been developed to monitor student academic progress and to assist with curriculum development.

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Alex Tamargo	Principal
Susana M. Perez	ELL Chairperson
Annie Rodriguez	ESE Chairperson
Ruth Valdes	Language Arts Department Chairperson
Martha Bello-Rodriguez	Test Coordinator
Emily Delgado	Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team will meet throughout the school year on a monthly basis to discuss implementation of best practices, instructional strategies, intervention strategies and development of peer professional development. The team will also focus on monitoring all of the subgroups to ensure adequate yearly progress. The data generated via the formative and summative assessments will be used to guide curriculum decisions to improve instruction. The meeting will also focus on the implementation of the Comprehensive Reading Plan throughout all intensive reading classes, standard curriculum classes and ELL instruction.

Major initiatives of the LLT

The major initiative for the LLT this year will be

- Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with reading strategies via differentiated instruction.
- Monitor the fidelity of the delivery of instruction and intervention.
- Develop and implement instructional routines that use complex text and incorporate text dependent questions.
- Develop lessons that provide students with opportunities for research and to incorporate writing

throughout

- Provide levels of support and interventions to students based on data

Every Teacher Contributes to Reading Instruction

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

The MTSS/RtI Leadership Team along with the Reading Coach will develop Professional Development training to all teacher on differentiated instruction and monitor the use of reading strategies in cross curriculum integration. School wide professional development will focus on implementing reading strategies to follow the school's instructional focus calendar. Reading coaches will model lesson across every subject focusing on reading comprehension. The administrative team will conduct walkthroughs and focus observations on the implementation of reading strategies throughout every subject area.

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 a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation. The school offers opportunities for internships through the Academy of Finance as part of summer partnerships and OJT program.

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

All of the students at Mater Academy are addressed at a general assembly with regards to the curriculum bulletin and course selection. The students then meet individually with the counselor to review their selections and teacher recommendations. Students also complete ePEPs on www.facts.org and they are updated to reflect any changes in student programs. All students are encouraged to select course work within the Academy of Finance as well as foreign languages. Students at the middle school level have the opportunity to take courses that account for high school credit in the areas of Science, Math, and Foreign Language. Students in 10th through 12th grade are scheduled for PSAT, SAT, and ACT examinations as well as CPT exams at Miami-Dade College. Advanced Placement courses are offered in 11 different subject areas.

Strategies for improving student readiness for the public postsecondary level

Mater Academy East offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels; 36% of students successfully passed Advanced Placement courses with a score of 3 or higher. Graduation Rate for 2012-2013 school year was 86%.

Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum. The guidance department at Mater Academy East conducts meeting with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's course work. Mater Academy East offers dual enrollment courses in conjunction with Miami Dade College and Florida National University.

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	56%	57%	Yes	60%
American Indian				
Asian				
Black/African American	48%	50%	Yes	54%
Hispanic	57%	58%	Yes	61%
White				
English language learners	39%	39%	Yes	45%
Students with disabilities				
Economically disadvantaged	54%	57%	Yes	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	33%	36%
Students scoring at or above Achievement Level 4	76	23%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	20	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	33%	40%

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	48	41%	47%
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	57%	45%	No	61%
American Indian				
Asian				
Black/African American	52%	32%	No	57%
Hispanic	57%	46%	No	61%
White				
English language learners	46%	24%	No	51%
Students with disabilities				
Economically disadvantaged	55%	45%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	33%	37%
Students scoring at or above Achievement Level 4	21	8%	14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		70%	73%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	60%	62%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	24%	28%
Students scoring at or above Achievement Level 4	27	23%	25%

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)	14		20
Participation in STEM-related experiences provided for students	27	1%	10%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	5%

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

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

Civics End-of-Course (EOC) Assessment

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	12%	11%
Students who fail a mathematics course	47	14%	13%
Students who fail an English Language Arts course	35	11%	10%
Students who fail two or more courses in any subject	40	12%	11%
Students who receive two or more behavior referrals	23	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	24	7%	6%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase involvement in parent meetings (for example Open House, parent conferences, Parent Workshops, and student activities) by 10%

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Participation in Parent meetings	165	47%	57%

Goals Summary

- G1.** The results of the 2013 FCAT reading test indicate that 57% of students achieved proficiency. Our goal for the 2014 FCAT Reading is to increase student proficiency to 60%. This indicates an increase of 3 percentage points.

- G2.** The results of the 2013 FCAT Writing Test indicate that 41% of students achieved proficiency. Our goal for the 2014 FCAT Writing Test is to increase student proficiency to 47%. This indicates an increase of 6 percentage points.

- G3.** The results of the 2013 FCAT Mathematics Test indicate that 45% of students achieved proficiency. Our goal for the FCAT Mathematics Test 2014 is to increase student proficiency to 61%. This indicates an increase of 16 percentage points.

- G4.** Middle School Acceleration- The results of the 2013 FCAT Test 70% of the students in achieved proficiency. Our goal for the 2014 FCAT Test is to increase student proficience to 73%. This indicates an increase of 3 percentage points.

- G5.** The results of the 2013 Algebra 1 EOC indicate that 70% of students achieved proficiency. Our goal for the 2014 Algebra 1 EOC is to increase student proficiency to 73%.This indicates an increase of 3 percentage points.

- G6.** The results of the 2013 FCAT Science Test 47% of students achieved proficiency. Our goal for the 2014 FCAT Science Test is to increase student proficiency to 53%.This indicates an increase of 5% points.

- G7.** Increase enrollment of students participating in advanced placement STEM courses

- G8.** Increase student enrollment in middle school CTE courses

- G9.** The results of the 2013 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

- G10.** Our goal for the 2013-2014 school year is to reduce the number of students who fail two or more courses in any subject.

- G11.** Our goal for the 2013 school year is to reduce the total number of suspension by 1%.

- G12.** Our goal for the 2013 school year is to decrease attendance truancy to 11% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated

- G13.** Parent Involvement- PIP was submitted and approved on Friday January 31st, 2014.

- G14.** FCAT 2.0 Level 3: The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%.
- G15.** FCAT 2.0 Level 4 and Above: The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%.
- G16.** Learning Gains - All: The results of the 2012-2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 72% of students to make overall learning gains.
- G17.** Learning Gains lowest 25%: The results of the 2012-2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 74% of students in the lowest 25% to make learning gains.
- G18.** Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 61%
- G19.** Based on the 2013 CELLA data, the percentage of students achieving proficiency in Reading was 33%
- G20.** Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 33%
- G21.** Hispanic: The results of the 2013 FCAT Mathematics Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 61%.
- G22.** Black: The results of the 2013 FCAT Mathematics Test indicate that 32% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 25 percentage points to 57%.
- G23.** ELL: The results of the 2013 FCAT Mathematics Test indicate that 24% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 27 percentage points to 51%.
- G24.** Economically Disadvantaged: The results of the 2013 FCAT Mathematics Test indicate that 45% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 60%.
- G25.** FCAT 2.0 Level 3: The results of the 2013 FCAT Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 37%.

- G26.** FCAT 2.0 Level 4 and 5: The results of the 2013 FCAT Mathematics Test indicate that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 10%
- G27.** Learning Gains: The results of the 2013 FCAT Mathematics Test indicate that 53% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 58% of students to demonstrate overall learning gains.
- G28.** Learning Gains Lowest 25%: The results of the 2013 FCAT Mathematics Test indicate that 70% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 73% of students in the lowest 25% to be making learning gains.
- G29.** Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 60% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%.
- G30.** Algebra EOC level 4 and 5: The results of the 2013 Algebra I EOC Exam indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%.
- G31.** FCAT Level 4 and Above: On the 2013 administration of the Science FCAT, 23% of students scored above proficiency levels 4 and 5. The expected level of performance for 2014 is 25% achieving proficiency.
- G32.** FCAT Level 3: On the 2013 administration of the Science FCAT, 24% of students achieved proficiency. The expected level of performance for 2014 is 28% achieving proficiency.

Goals Detail

G1. The results of the 2013 FCAT reading test indicate that 57% of students achieved proficiency. Our goal for the 2014 FCAT Reading is to increase student proficiency to 60%. This indicates an increase of 3 percentage points.

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- FCAT 2.0 Level 3: The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%.
- FCAT 2.0 Level 4 and Above: The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%.
- Learning Gains - All: The results of the 2012-2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 72% of students to make overall learning gains.
- Learning Gains lowest 25%: The results of the 2012-2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 74% of students in the lowest 25% to make learning gains.
- Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 61%
- Based on the 2013 CELLA data, the percentage of students achieving proficiency in Reading was 33%
- Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 33%

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. The results of the 2013 FCAT Writing Test indicate that 41% of students achieved proficiency. Our goal for the 2014 FCAT Writing Test is to increase student proficiency to 47%. This indicates an increase of 6 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing prompts
- Achieve 3000
- Writing prompts
- Achieve 3000

Targeted Barriers to Achieving the Goal

- The students demonstrate limited ability in Informative writing. Students have limitations with regards to creating precision and interest by elaborating ideas through supporting details. In addition, the students needed reinforcement to focus and organize their writing.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G3. The results of the 2013 FCAT Mathematics Test indicate that 45% of students achieved proficiency. Our goal for the FCAT Mathematics Test 2014 is to increase student proficiency to 61%. This indicates an increase of 16 percentage points.

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- FCAT 2.0 Level 3: The results of the 2013 FCAT Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 37%.
- FCAT 2.0 Level 4 and 5: The results of the 2013 FCAT Mathematics Test indicate that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 10%
- Learning Gains All : The results of the 2013 FCAT Mathematics Test indicate that 53% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 58% of students to demonstrate overall learning gains.
- Learning Gains Lowest 25%: The results of the 2013 FCAT Mathematics Test indicate that 70% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 73% of students in the lowest 25% to be making learning gains.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Middle School Acceleration- The results of the 2013 FCAT Test 70% of the students in achieved proficiency. Our goal for the 2014 FCAT Test is to increase student proficience to 73%. This indicates an increase of 3 percentage points.

Targets Supported

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The number of students participating in Algebra EOC certifications in 2013 were 36. Our goal for the 2013-2014 Algebra EOC is to increase the number of participants.
- The number of students performing in Algebra EOC certifications in 2013 were 70%. Our goal for the 2013-2014 Algebra EOC is to increase the number of students performing to 73%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The results of the 2013 Algebra 1 EOC indicate that 70% of students achieved proficiency. Our goal for the 2014 Algebra 1 EOC is to increase student proficiency to 73%.This indicates an increase of 3 percentage points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 60% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%.
- Algebra EOC level 4 and 5: The results of the 2013 Algebra I EOC Exam indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. The results of the 2013 FCAT Science Test 47% of students achieved proficiency. Our goal for the 2014 FCAT Science Test is to increase student proficiency to 53%. This indicates an increase of 5% points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- FCAT Level 3: On the 2013 administration of the Science FCAT, 24% of students achieved proficiency. The expected level of performance for 2014 is 28% achieving proficiency.
- FCAT Level 4 and Above: On the 2013 administration of the Science FCAT, 23% of students scored above proficiency levels 4 and 5. The expected level of performance for 2014 is 25% achieving proficiency.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Increase enrollment of students participating in advanced placement STEM courses

Targets Supported

- STEM

Resources Available to Support the Goal

- SECME Club
- Math Club

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 is to increase the number of student experiences in STEM courses. Student apprehension to enroll in advanced and honors courses related to Math and Science
- Our goal for the 2013-2014 is to increase the percent of student participation in STEM courses.

Plan to Monitor Progress Toward the Goal

Monitor progress, review assessment data.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

G8. Increase student enrollment in middle school CTE courses

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE program state curriculum standards
- CTE teachers articulate
- Interest rallies

Targeted Barriers to Achieving the Goal

- Middle school students are not enrolled in CTE courses.
- Middle school students that are enrolled in accelerated course are not CTE students.
- Middle school students do not take CTE exams.
- Middle school students are not CTE program concentrators.
- Increase areas of teachers holding industry certification

Plan to Monitor Progress Toward the Goal

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Baseline assessments; Practice and readiness tests

G9. The results of the 2013 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Content-specific vocabulary

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012 administration of the Civics Baseline Assessment are alignment of lesson plans to tested End of Course benchmarks

Plan to Monitor Progress Toward the Goal

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Teacher-made assessments; Summative: 2014 Civics Spring Assessment

G10. Our goal for the 2013-2014 school year is to reduce the number of students who fail two or more courses in any subject.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Summer Remediation program

Targeted Barriers to Achieving the Goal

- The results for 2013 indicates that 12% of students miss 10% or more of available Instructional Time. Our goal for 2014 is to reduce the amount of time students miss to 11%. This indicates a decrease of 1 percentage point.
- The results for 2013 indicates that 7% of students receive one or more behavior referrals. Our goal for 2014 is to reduce the amount of behavior referrals to 6%. This indicates a decrease of 1 percentage point.
- The results for 2013 indicates that 7% of students who receive one or more behavior referrals lead to suspension. Our goal for 2014 is to reduce the amount of behavior referrals to 6%. This indicates a decrease of 1 percentage points.

Plan to Monitor Progress Toward the Goal

Identify and meet with at-risk students and discuss the Student Progression Plan options.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress reports and Report Cards. Log of parents contacted to inform them of the student's progress.

G11. Our goal for the 2013 school year is to reduce the total number of suspension by 1%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- Code of Student Conduct

Targeted Barriers to Achieving the Goal

- The students and parents are unfamiliar with the Code of Student Conduct in relation to Consequences associated with misbehavior.
- Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior

Plan to Monitor Progress Toward the Goal

Review of suspension rates monthly

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Suspension reports

G12. Our goal for the 2013 school year is to decrease attendance truancy to 11% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Code of Student Conduct
- Incentive progrms
- Truancy Child Study Team (TCST) for intervention services

Targeted Barriers to Achieving the Goal

- Student truancy is (due to student illness) has increased in comparison to the 2012-2013 school year.
- Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.
- Student tardies are related to lack of transportation to school and culture of late arrivals

Plan to Monitor Progress Toward the Goal

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings. Review of suspension rates monthly.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Suspension reports; attendance bulletin

G13. Parent Involvement- PIP was submitted and approved on Friday January 31st, 2014.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G14. FCAT 2.0 Level 3: The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%.

Targets Supported

Resources Available to Support the Goal

- FCAT Explorer Program, Reading Plus, and Teacher-made Assessments.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%.The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. The students will be given additional opportunities to identify the implied main idea and/or author's purpose

Plan to Monitor Progress Toward the Goal

Data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Following the FCIM model, ongoing classroom assessments focusing on students' knowledge of implied main idea and author's purpose data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Evidence of Completion:

Formative: Interim Assessments; Teacher-made assessments; FCAT Explorer reports; and Reading Plus Summative: Results from the 2014 FCAT Assessment in Reading

G15. FCAT 2.0 Level 4 and Above: The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%.

Targets Supported

Resources Available to Support the Goal

- Teachers will emphasize instruction to help students build stronger arguments that support their answers while utilizing inquiry, project-based learning.
- Teachers will emphasize instruction on locating and verifying details.
- Teachers will emphasize instruction on critically analyzing text.
- Teachers will emphasize instruction on synthesizing details to draw correct conclusions.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%. Students will be given additional opportunity in the area of the FCAT Reading Test Reporting Category 4, Informational Text/Research Process.

Plan to Monitor Progress Toward the Goal

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Benchmark assessments; Summative: 2014 FCAT Assessment

G16. Learning Gains - All: The results of the 2012-2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 72% of students to make overall learning gains.

Targets Supported

Resources Available to Support the Goal

- Update computer lab schedule in order to optimize usage of computers.
- Increase the implementation of Reading Plus.
- Increase the implementation Achieve 3000.
- Increase the implementation of FCAT Explorer.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 3 % to 72% of students to make overall learning gains. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points.

Plan to Monitor Progress Toward the Goal

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data will be reviewed monthly and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

G17. Learning Gains lowest 25%: The results of the 2012-2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 74% of students in the lowest 25% to make learning gains.

Targets Supported

Resources Available to Support the Goal

- Implementation of Reading Plus.
- Implementation of Achieve 3000.
- Implementation of Spring Board.
- Implementation of FCAT Explorer.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 3% for 74% of students in the lowest 25% to make learning gains. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points

Plan to Monitor Progress Toward the Goal

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

G18. Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 61%

Targets Supported

Resources Available to Support the Goal

- Students are exposed to rich and meaningful language to work with a variety of materials.
- Students should have experience with different written and spoken styles.

Targeted Barriers to Achieving the Goal

- Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 61%. Our goal is to increase by 4% to 65% in 2013- 2014. Students learn best when the language they hear and read is just beyond their current abilities in the language.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Assessment of Oral Skills

G19. Based on the 2013 CELLA data, the percentage of students achieving proficiency in Reading was 33%

Targets Supported

Resources Available to Support the Goal

- Provide Meaningful Language Practice

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the CELLA Reading Test, the number of students reaching proficiency is 33%. Our goal is to increase by 7% to 40% proficiency in 2013-2014. Students will be given additional opportunities to meet the instructional needs of different learners at their English language proficiency.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

G20. Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 33%

Targets Supported

Resources Available to Support the Goal

- Students will be provided Rubrics Writing Prompts.

Targeted Barriers to Achieving the Goal

- Students achieving proficiency in Writing was 33%. Our goal is to increase by 7% to 40% proficiency in the 2013-2014 school year. Students do not understand the requirements of the writing task.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative: 2014 FCAT Writing Assessment; 2013 CELLA Writing Assessment

G21. Hispanic: The results of the 2013 FCAT Mathematics Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 61%.

Targets Supported

Resources Available to Support the Goal

- Small group instruction
- Saturday tutorial programs

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 61%. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students will be given additional opportunities to write, interpret, and use mathematical expressions and equations.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Review data monthly

Evidence of Completion:

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G22. Black: The results of the 2013 FCAT Mathematics Test indicate that 32% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 25 percentage points to 57%.

Targets Supported

Resources Available to Support the Goal

- Implement a rotation schedule for small group instruction.
- Saturday tutorial programs

Targeted Barriers to Achieving the Goal

- Black: The results of the 2013 FCAT Mathematics Test indicate that 32% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 25 percentage points to 57%. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students will be provided additional opportunities to write, interpret, and use mathematical expressions and equations.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Evidence of Completion:

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G23. ELL: The results of the 2013 FCAT Mathematics Test indicate that 24% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 27 percentage points to 51%.

Targets Supported

Resources Available to Support the Goal

- Small group instruction
- Saturday tutorial programs

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Test indicate that 24% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 27 percentage points to 51%. The area of deficiency was Reporting Category 1, Algebraic Thinking.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Review data monthly

Evidence of Completion:

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G24. Economically Disadvantaged: The results of the 2013 FCAT Mathematics Test indicate that 45% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 60%.

Targets Supported

Resources Available to Support the Goal

- Small group instruction
- Saturday tutorial programs

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Test indicate that 45% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 60%. The area of deficiency was Reporting Category 1, Algebraic Thinking.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Review data monthly

Evidence of Completion:

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments.

G25. FCAT 2.0 Level 3: The results of the 2013 FCAT Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 37%.

Targets Supported

Resources Available to Support the Goal

- Springboard Math
- Solving problems involving derived measurements

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 37%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test is Geometry/Measurement. Students lacked the basic understanding of math concepts.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Quarterly assessments, teacher made test; Summative: 2014 FCAT Mathematics Assessments

G26. FCAT 2.0 Level 4 and 5: The results of the 2013 FCAT Mathematics Test indicate that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 10%

Targets Supported

Resources Available to Support the Goal

- Springboard Math program
- Inquiry-based learning

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Test indicate that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 10%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test is Geometry/Measurement. Students lack the understanding of basic geometric concepts

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Quarterly assessments, teacher made test; Summative: 2014 FCAT Mathematics Assessments

G27. Learning Gains: The results of the 2013 FCAT Mathematics Test indicate that 53% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 58% of students to demonstrate overall learning gains.

Targets Supported

Resources Available to Support the Goal

- Discovery learning activities
- Pull-out tutorial program

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Test indicates that 53% of students demonstrated overall learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.

Plan to Monitor Progress Toward the Goal

Ongoing teacher Assessment, review of data monthly and adjustment of curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Teacher-made assessments; Quarterly assessments; Summative: 2014 FCAT Mathematics Assessment

G28. Learning Gains Lowest 25%: The results of the 2013 FCAT Mathematics Test indicate that 70% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 73% of students in the lowest 25% to be making learning gains.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is for 73% of students in the lowest 25% to be making learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.

Plan to Monitor Progress Toward the Goal

Review monthly mini-assessment data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Quarterly assessments; Summative: 2014 FCAT Mathematics Assessment

G29. Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 60% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%.

Targets Supported

Resources Available to Support the Goal

- Springboard Programs
- FCAT Buckle Down Algebra I EOC Practice Book
- FCAT Buckle Down Algebra I EOC Practice Book

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding of rationals, radicals and quadratics. The students will be provided with more practice using quadratic equations to solve real-world problems.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: quarterly assessments, teacher made test; Summative: 2014 Algebra I EOC

G30. Algebra EOC level 4 and 5: The results of the 2013 Algebra I EOC Exam indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%.

Targets Supported**Resources Available to Support the Goal**

- FCAT Buckle Down Algebra EOC Practice Book
- FCAT Buckle Down Algebra EOC Practice Book

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be provided with more practice using quadratic equations to solve real-world problems.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Quarterly assessments, teacher made test; Summative: 2014 Algebra I EOC.

G31. FCAT Level 4 and Above: On the 2013 administration of the Science FCAT, 23% of students scored above proficiency levels 4 and 5. The expected level of performance for 2014 is 25% achieving proficiency.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Provide opportunities for inquiry based lab sessions where students can develop higher order thinking with regards to Science Big Ideas.

Targeted Barriers to Achieving the Goal

- The expected level of performance for 2014 is 25% achieving proficiency. The area of deficiency according to five years of trend data has been Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas.

Plan to Monitor Progress Toward the Goal

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Teacher made assessments; Summative: 2014 FCAT Science Assessment.

G32. FCAT Level 3: On the 2013 administration of the Science FCAT, 24% of students achieved proficiency. The expected level of performance for 2014 is 28% achieving proficiency.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Provide opportunities for inquiry based lab sessions where students can develop higher order thinking with regards to Science Big Ideas.

Targeted Barriers to Achieving the Goal

- The expected level of performance for 2014 is 28% achieving proficiency. The area of deficiency according to five years of trend data has been Earth/Space Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas. Students will be given more opportunities to compare, contrast, interpret, analyze and explain science concepts.

Plan to Monitor Progress Toward the Goal

Teams will review the results of the Interim Assessment to monitor student progress.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Teacher made assessments, Interim Assessment; Summative: 2014 FCAT Science Assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. The results of the 2013 FCAT Writing Test indicate that 41% of students achieved proficiency. Our goal for the 2014 FCAT Writing Test is to increase student proficiency to 47%. This indicates an increase of 6 percentage points.

G2.B1 The students demonstrate limited ability in Informative writing. Students have limitations with regards to creating precision and interest by elaborating ideas through supporting details. In addition, the students needed reinforcement to focus and organize their writing.

G2.B1.S1 The teacher will use sample score papers to review for content focus organization and word choice. Rearrange words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Action Step 1

Monitor student writing samples

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

Facilitator:

Language Arts Department Chairperson

Participants:

Language Arts Teachers

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

Monitor student writing samples

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/RtILeadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G7. Increase enrollment of students participating in advanced placement STEM courses

G7.B1 Our goal for the 2013-2014 is to increase the number of student experiences in STEM courses. Student apprehension to enroll in advanced and honors courses related to Math and Science

G7.B1.S1 SECME Club will engage student interest in the areas of Math and Science and promote active participation in these areas.

Action Step 1

Promote active participation in the areas of Math and Science in these areas. Student will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge, SECME and District Science Fair competitions.

Person or Persons Responsible

SECME Club sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects completed as a club

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

Schedule meetings with teachers to monitor progress, review assessment data.

Person or Persons Responsible

SECME Club Sponsor

Target Dates or Schedule

Monthly

Evidence of Completion

Projects completed as a club

Plan to Monitor Effectiveness of G7.B1.S1

Monitor progress and review assessment data.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

G8. Increase student enrollment in middle school CTE courses

G8.B1 Middle school students are not enrolled in CTE courses.

G8.B1.S1 CTE teachers implement CTE program state curriculum standards in content area courses such as Science and Math

Action Step 1

Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Articulate and host interest rallies for middle school students wanting to participate in Academy of Finance during the upcoming year.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

Facilitator:

MDCPS Industry certification courses

Participants:

Math and Science Teachers

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

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

Plan to Monitor Effectiveness of G8.B1.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

G8.B2 Middle school students that are enrolled in accelerated course are not CTE students.

G8.B2.S1 CTE teachers implement CTE program state curriculum standards in content area courses such as Science and Math.

Action Step 1

Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Articulate and host interest rallies for middle school students wanting to participate in Academy of Finance during the upcoming year.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

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

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

Plan to Monitor Effectiveness of G8.B2.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning

Person or Persons Responsible

TSS/Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

G8.B3 Middle school students do not take CTE exams.

G8.B3.S1 CTE teachers implement CTE program state curriculum standards in content area courses such as Science and Math.

Action Step 1

CTE teachers implement CTE program state curriculum standards, program sequence of courses, including acing of activities for industry certification as outlined within CTE professional development activities. CTE teachers articulate and host interest rallies for middle school students wanting to participate in Academy of Finance during the upcoming year.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

Plan to Monitor Effectiveness of G8.B3.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning

Person or Persons Responsible

TSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

G8.B4 Middle school students are not CTE program concentrators.

G8.B4.S1 CTE teachers implement CTE program state curriculum standards in content area courses such as Science and Math

Action Step 1

Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Articulate and host interest rallies for middle school students wanting to participate in Academy of Finance during the upcoming year.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

Person or Persons Responsible

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

Plan to Monitor Effectiveness of G8.B4.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

G8.B5 Increase areas of teachers holding industry certification

G8.B5.S1 CTE teachers implement CTE program state curriculum standards in content area courses such as Science and Math

Action Step 1

Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Articulate and host interest rallies for middle school students wanting to participate in Academy of Finance during the upcoming year.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

Evidence of Completion

MDCPS Industry certification courses Math and Science Teachers

Plan to Monitor Fidelity of Implementation of G8.B5.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

Plan to Monitor Effectiveness of G8.B5.S1

Monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests

G9. The results of the 2013 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

G9.B1 The area of deficiency as noted on the 2012 administration of the Civics Baseline Assessment are alignment of lesson plans to tested End of Course benchmarks

G9.B1.S1 Provide students additional opportunities through classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Action Step 1

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction.

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

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 Civics Spring Assessment

Plan to Monitor Effectiveness of G9.B1.S1

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 Civics Spring Assessment

G10. Our goal for the 2013-2014 school year is to reduce the number of students who fail two or more courses in any subject.

G10.B1 The results for 2013 indicates that 12% of students miss 10% or more of available Instructional Time. Our goal for 2014 is to reduce the amount of time students miss to 11%. This indicates a decrease of 1 percentage point.

G10.B1.S1 Identify and meet with at-risk students & parents.

Action Step 1

Provide parent and student meetings to inform them of course promotion requirements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat logs, Data Binder, Gradebook Assignment Reports, Unsatisfactory Progress Reports and parent/teacher contact logs.

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

Identify and meet with at-risk students and discuss the Student Progression Plan options.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress reports and Report Cards

Plan to Monitor Effectiveness of G10.B1.S1

Provide parent meetings to inform parents of the grade and course requirements and the available resources which discuss requirements to ensure students receive the proper support.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Log of parents contacted to inform them of the student's progress.

G11. Our goal for the 2013 school year is to reduce the total number of suspension by 1%.

G11.B1 The students and parents are unfamiliar with the Code of Student Conduct in relation to Consequences associated with misbehavior.

G11.B1.S1 The Code of Student Conduct will be read and discussed

Action Step 1

The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Code of Conduct contracts

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

Parent will be notified of Student Code of Conduct

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Via Orientation Night & Open House

Evidence of Completion

Parent Contracts

Plan to Monitor Effectiveness of G11.B1.S1

Review of suspension rates monthly

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension reports

G11.B2 Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior

G11.B2.S1 The Code of Student Conduct will be read and discussed

Action Step 1

The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Code of Conduct Contracts

Action Step 2

The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Code of Conduct Contracts

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

Parent will be notified of Student Code of Conduct

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Via Orientation Night & Open House

Evidence of Completion

Parent Contracts

Plan to Monitor Effectiveness of G11.B2.S1

Parent will be notified of Student Code of Conduct

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Via Orientation Night & Open House

Evidence of Completion

Parent Contracts

G12. Our goal for the 2013 school year is to decrease attendance truancy to 11% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated

G12.B1 Student truancy is (due to student illness) has increased in comparison to the 2012-2013 school year.

G12.B1.S1 Truancy Child Study Team (TCST)

Action Step 1

Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletin.

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

Updates regarding student attendance

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Attendance bulletin

Plan to Monitor Effectiveness of G12.B1.S1

Attendance bulletin updates

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Updates to administration and faculty regarding student attendance via attendance bulletin

G12.B2 Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.

G12.B2.S1 Develop an incentives program

Action Step 1

Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension reports; attendance bulletin.

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

Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension reports; attendance bulletin.

Plan to Monitor Effectiveness of G12.B2.S1

Updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review of suspension rates

G12.B3 Student tardies are related to lack of transportation to school and culture of late arrivals

G12.B3.S1 Provide parents with information regarding transportation alternatives

Action Step 1

Provide private bus transportation as well as public bus route brochures

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

Action Step 2

Provide private bus transportation as well as public bus route brochures

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Review how many parents visit the Parent Information Board to acquire information regarding transportation

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of G12.B3.S1

Review how many parents visit the Parent Information Board to acquire information regarding transportation

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

G14. FCAT 2.0 Level 3: The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%.

G14.B1 The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. The students will be given additional opportunities to identify the implied main idea and/or author's purpose

G14.B1.S1 Provide students with additional opportunities after reading, teachers will ingrain the practice of justifying answers by going back to the text for support. Students will utilize graphic organizers to see patterns and summarize main points.

Action Step 1

Ongoing classroom assessments focusing on students' knowledge of implied main idea and author's purpose data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing classroom assessments

Evidence of Completion

Formative: Interim Assessments; Teacher-made assessments; FCAT Explorer reports; and Reading Plus; Summative: Results from the 2014 FCAT Assessment in Reading

Facilitator:

Differentiated Instruction - Eric Martinez

Participants:

All teachers

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

Data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative:Teacher-made assessments; FCAT Explorer reports; and Reading Plus

Plan to Monitor Effectiveness of G14.B1.S1

Data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments; ; Summative: Results from the 2014 FCAT Assessment in Reading

G15. FCAT 2.0 Level 4 and Above: The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%.

G15.B1 The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%. Students will be given additional opportunity in the area of the FCAT Reading Test Reporting Category 4, Informational Text/Research Process.

G15.B1.S1 The students will be provided additional opportunities in finding support for their arguments.

Action Step 1

Students will enrich their skills of locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed.

Facilitator:

Differentiated Instruction - Eric Martinez

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Ongoing classroom assessments focusing on the use of text features. Data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Ongoing assessments

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Assessment

Plan to Monitor Effectiveness of G15.B1.S1

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Ongoing assessments

Evidence of Completion

Formative: Benchmark assessments Summative: 2014 FCAT Assessment

G16. Learning Gains - All: The results of the 2012-2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 72% of students to make overall learning gains.

G16.B1 The results of the 2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 3 % to 72% of students to make overall learning gains. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points.

G16.B1.S1 Provide students with more opportunities to utilize the computer lab to reinforce comprehension, vocabulary, and fluency skills.

Action Step 1

Update computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus, Achieve 3000, Spring Board and FCAT Explorer. Twice a week in class tutorial programs allowing students to utilize lab to reinforce comprehension, vocabulary, and fluency skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Data will be reviewed monthly and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model.

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G16.B1.S1

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Reviewed monthly and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model.

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

G17. Learning Gains lowest 25%: The results of the 2012-2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 74% of students in the lowest 25% to make learning gains.

G17.B1 The results of the 2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 3% for 74% of students in the lowest 25% to make learning gains. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points

G17.B1.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of all learning programs utilized.

Action Step 1

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data will be reviewed monthly and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G17.B1.S1

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments; Summative: 2014 FCAT Reading Assessment

G18. Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 61%

G18.B1 Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 61%. Our goal is to increase by 4% to 65% in 2013- 2014. Students learn best when the language they hear and read is just beyond their current abilities in the language.

G18.B1.S1 Provide students with additional opportunities for Meaningful Language Practice.

Action Step 1

Students are exposed to rich and meaningful language. Students will work with a variety of materials. Students should have experience with different written and spoken styles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans Observation walk through

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans Observation walk through

Plan to Monitor Effectiveness of G18.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Assessment of Oral Skills

G19. Based on the 2013 CELLA data, the percentage of students achieving proficiency in Reading was 33%

G19.B1 As noted on the 2013 administration of the CELLA Reading Test, the number of students reaching proficiency is 33%. Our goal is to increase by 7% to 40% proficiency in 2013-2014. Students will be given additional opportunities to meet the instructional needs of different learners at their English language proficiency.

G19.B1.S1 Provide students with opportunities to vary the complexity of assignment . (Differentiated Instruction)

Action Step 1

Modify instruction on students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Review data monthly and adjust curriculum as needed.

Evidence of Completion

Teacher lesson plans and observation walk throughs

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

Plan to Monitor Effectiveness of G19.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

G20. Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 33%

G20.B1 Students achieving proficiency in Writing was 33%. Our goal is to increase by 7% to 40% proficiency in the 2013-2014 school year. Students do not understand the requirements of the writing task.

G20.B1.S1 Provide students with opportunities to use Rubrics Writing Prompts.

Action Step 1

Rubrics Writing Prompts will provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and observation walk through.

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT Writing Assessment; 2013 CELLA Writing Assessment.

Plan to Monitor Effectiveness of G20.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

ummative: 2014 FCAT Writing Assessment; 2013 CELLA Writing Assessment

G21. Hispanic: The results of the 2013 FCAT Mathematics Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 61%.

G21.B1 The results of the 2013 FCAT Mathematics Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 61%. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students will be given additional opportunities to write, interpret, and use mathematical expressions and equations.

G21.B1.S1 Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results.

Action Step 1

Implement a rotation schedule for small group instruction during the mathematics instructional block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Provide tailored instruction based on mini-assessments results.

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Plan to Monitor Effectiveness of G21.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G21.B1.S2 Participation in Saturday tutorial programs

Action Step 1

Participation in Saturday tutorial programs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Saturday School

Evidence of Completion

Evaluate the implementation of Saturday tutorials through the use of benchmark assessments.

Plan to Monitor Fidelity of Implementation of G21.B1.S2

Person or Persons Responsible

Teacher

Target Dates or Schedule

Saturday School

Evidence of Completion

Plan to Monitor Effectiveness of G21.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G21.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G21.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G22. Black: The results of the 2013 FCAT Mathematics Test indicate that 32% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 25 percentage points to 57%.

G22.B1 Black: The results of the 2013 FCAT Mathematics Test indicate that 32% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 25 percentage points to 57%. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students will be provided additional opportunities to write, interpret, and use mathematical expressions and equations.

G22.B1.S1 Provide students with opportunities to interpret and use mathematical expressions and equations.

Action Step 1

Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results as well as participation in Saturday tutorial programs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-assessments

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G22.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G23. ELL: The results of the 2013 FCAT Mathematics Test indicate that 24% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 27 percentage points to 51%.

G23.B1 The results of the 2013 FCAT Mathematics Test indicate that 24% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 27 percentage points to 51%. The area of deficiency was Reporting Category 1, Algebraic Thinking.

G23.B1.S1 Students will be provided additional opportunities to to write, interpret, and use mathematical expressions and equations.

Action Step 1

Implement a rotation schedule for small group instruction during the mathematics instructional lock and provide tailored instruction based on mini-assessments results as well as participation in Saturday tutorial programs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments.

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G23.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G24. Economically Disadvantaged: The results of the 2013 FCAT Mathematics Test indicate that 45% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 60%.

G24.B1 The results of the 2013 FCAT Mathematics Test indicate that 45% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 60%. The area of deficiency was Reporting Category 1, Algebraic Thinking.

G24.B1.S1 Students will be provided additional opportunities to write, interpret, and use mathematical expressions and equations.

Action Step 1

Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results as well as participation in Saturday tutorial programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments

Plan to Monitor Fidelity of Implementation of G24.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G24.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments.

G25. FCAT 2.0 Level 3: The results of the 2013 FCAT Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 37%.

G25.B1 The results of the 2013 FCAT Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 37%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test is Geometry/Measurement. Students lacked the basic understanding of math concepts.

G25.B1.S1 Students will be provided additional opportunities to reinforce measurement by providing students with opportunities to investigate geometric properties and solving problems involving derived measurements.

Action Step 1

Align the Springboard Math program and new generation/common core standards and allot additional time and reinforcement to measurement by providing students with opportunities to investigate geometric properties and solving problems involving derived measurements

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review data monthly and adjust curriculum

Plan to Monitor Fidelity of Implementation of G25.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Quarterly Assessments

Plan to Monitor Effectiveness of G25.B1.S1

Adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Quarterly assessments, teacher made test; Summative: 2014 FCAT Mathematics Assessments

G26. FCAT 2.0 Level 4 and 5: The results of the 2013 FCAT Mathematics Test indicate that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 10%

G26.B1 The results of the 2013 FCAT Mathematics Test indicate that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 10%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test is Geometry/Measurement. Students lack the understanding of basic geometric concepts

G26.B1.S1 Students will be provided additional time and reinforcement through inquiry-based learning.

Action Step 1

Teachers will align the math programs to the next generation sunshine state/common core standards and reinforce basic algebraic skills as it pertains to geometric application, by developing lessons that provide visual stimulus to develop students' spatial sense through inquiry-based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing teacher assessments focusing on the application of geometry and measurement skills.

Plan to Monitor Fidelity of Implementation of G26.B1.S1

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly Assessments

Plan to Monitor Effectiveness of G26.B1.S1

Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Quarterly assessments, teacher made test; Summative: 2014 FCAT Mathematics Assessments

G27. Learning Gains: The results of the 2013 FCAT Mathematics Test indicate that 53% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 58% of students to demonstrate overall learning gains.

G27.B1 The results of the 2013 FCAT Mathematics Test indicates that 53% of students demonstrated overall learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.

G27.B1.S1 Students will be provided additional opportunities through pull-out tutorial programs.

Action Step 1

Use inductive reasoning strategies that include discovery learning activities through pull-out tutorial program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing teacher Assessment, review of data and adjustment of curriculum as needed.

Plan to Monitor Fidelity of Implementation of G27.B1.S1

Ongoing teacher Assessment, review of data monthly and adjustment of curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made assessments; Quarterly assessments; Summative: 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G27.B1.S1

Ongoing teacher Assessment, review of data monthly and adjustment of curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made assessments; Quarterly assessments; Summative: 2014 FCAT Mathematics Assessment

G28. Learning Gains Lowest 25%: The results of the 2013 FCAT Mathematics Test indicate that 70% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 73% of students in the lowest 25% to be making learning gains.

G28.B1 Our goal for the 2013-2014 school year is for 73% of students in the lowest 25% to be making learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.

G28.B1.S1 Use hands on experiences and apply the learning to solve real-world problems.

Action Step 1

Use hands on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems through Saturday tutorial programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly Assessments

Plan to Monitor Fidelity of Implementation of G28.B1.S1

Review monthly mini-assessment data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review Data Monthly

Evidence of Completion

Quarterly Assesements

Plan to Monitor Effectiveness of G28.B1.S1

Adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Quarterly assessments; Summative: 2014 FCAT Mathematics Assessments

G29. Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 60% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%.

G29.B1 Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding of rationals, radicals and quadratics. The students will be provided with more practice using quadratic equations to solve real-world problems.

G29.B1.S1 Align the Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals and quadratics.

Action Step 1

Align the Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals, and quadratic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly Assessments

Plan to Monitor Fidelity of Implementation of G29.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly Assessments

Plan to Monitor Effectiveness of G29.B1.S1

Adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Quarterly assessments, teacher made assessments; Summative: 2014 Algebra I EOC

G30. Algebra EOC level 4 and 5: The results of the 2013 Algebra I EOC Exam indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%.

G30.B1 Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be provided with more practice using quadratic equations to solve real-world problems.

G30.B1.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets in an inquiry, project-based learning environment.

Action Step 1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly assessments, teacher made assessments.

Plan to Monitor Fidelity of Implementation of G30.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Quarterly Assessments

Plan to Monitor Effectiveness of G30.B1.S1

Adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Quarterly assessments, teacher made assessments; Summative: 2014 Algebra I EOC Exam

G31. FCAT Level 4 and Above: On the 2013 administration of the Science FCAT, 23% of students scored above proficiency levels 4 and 5. The expected level of performance for 2014 is 25% achieving proficiency.

G31.B1 The expected level of performance for 2014 is 25% achieving proficiency. The area of deficiency according to five years of trend data has been Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas.

G31.B1.S1 Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students by enriching instruction in the development of independent experimental or engineering projects. Provide opportunities for inquiry based lab sessions where students can develop higher order thinking with regards to Science Big Ideas.

Action Step 1

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments.

Plan to Monitor Fidelity of Implementation of G31.B1.S1

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments.

Plan to Monitor Effectiveness of G31.B1.S1

Review periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher made assessments; Summative: 2014 FCAT Science Assessment.

G32. FCAT Level 3: On the 2013 administration of the Science FCAT, 24% of students achieved proficiency. The expected level of performance for 2014 is 28% achieving proficiency.

G32.B1 The expected level of performance for 2014 is 28% achieving proficiency. The area of deficiency according to five years of trend data has been Earth/Space Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas. Students will be given more opportunities to compare, contrast, interpret, analyze and explain science concepts.

G32.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands on lab activities and classroom discussions to reinforce high order thinking skills as evidenced in lab reports.

Action Step 1

Teams will review the results of the Interim Assessment to monitor student progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments and Interim Assessments.

Plan to Monitor Fidelity of Implementation of G32.B1.S1

Review the results of the Interim Assessments to monitor student progress.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments and Interim Assessments

Plan to Monitor Effectiveness of G32.B1.S1

Teams will review the results of the Interim Assessments to monitor student progress.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher made assessments and Interim Assessment; Summative: 2014 FCAT Science Assessment.

Coordination and Integration

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

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

Title I, Part A

Mater Academy East High Charter School, in an effort to meet its stakeholder's needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely. Parental involvement is of the utmost importance at Mater Academy East. One of the school's goals is to help parents become learning facilitators so they may effectively meet the educational needs of their children, as the students in turn, strive to meet the school's high academic standards. One way in which this will be accomplished is by providing parents, in collaboration with the Bilingual Parent Outreach Program, a series of informational workshops on various topics. These workshops will be held in the evenings on a monthly basis. Additionally, parents have access to the school's Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school).

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs

Title II

The District uses supplemental funds for improving basic information as follows:

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

time for these training sessions

Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC)

development and facilitation.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers

Reading and supplementary instructional materials

Title VI, Part B - NA

Title X- Homeless

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

homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Several extended learning opportunities exist for the Mater Academy East students. These include but are not limited to:

- Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics
- Saturday tutoring offered for 6 weeks prior to testing month
- FCAT explorer assignments given to address specific learning needs; and targeted student based on each student's individual learning and baseline assessments
- After-school tutoring will also be offered to the high school students by the faculty

These opportunities for improvement are available to students in all grades and at all levels of achievement. Opportunities for enrichment are also available for all students at Mater Academy East. The curriculum is developed to allow students opportunities to partake in Honors and Advanced Placement level courses from grades 9-12. Another essential component of the curriculum is the school's affiliation with the National Academy Foundation's Academy of Finance. This program offers the students an opportunity to engage in the

school's challenging curriculum with electives in the areas of business, finance, and marketing. These courses

are offered sequentially in grades 9-11 and lead towards a paid internship during the 12th grade year.

Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at Mater Academy High School in an effort to intervene and inform the students about violence prevention.

Nutrition Programs

Mater Academy East Charter School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.

- 1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start - N/A

Adult Education

High School completion courses are available to eligible Mater Academy East High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes at home school

Career and Technical Education

Mater Academy East Charter High School is affiliated with the National Academy Foundation's Academy of Finance. MEH is committed to implement the Academy of Finance into its curriculum. Math is a strong point amongst our student body; the Academy of Finance is a perfect fit to expose our students to a curriculum revolving around Math and Business. This academy will not only better prepare our students for higher education, but in conjunction with our internship and school to work program, it will expose our students to on the job training while in high school. A vast majority of the students at MEH are on track to become first generation high school graduates. Our goal is to establish a curriculum around the pillars of the NAF so that all students, including those who will be attending colleges or universities for the first time in their family's history, can be exposed to the rigors of education and hands on employment opportunities in the areas of Business and Finance throughout their high school careers. Cross-curricular components to our master schedule will allow for the students enrolled in the AOF to work as a cohort group and the subject area teachers to do the same. This will result in strong relationships amongst the students and teachers who will be uniting their subject areas with the vision and mission of the NAF-AOF to ensure its success. By promoting

Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to

earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 to 4 years postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary

will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training-N/A

Other

- Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

- Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
- Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.
- Additional academic and support services will be provided to students and families of the Migrant population as applicable.
- School Improve Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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.

G2. The results of the 2013 FCAT Writing Test indicate that 41% of students achieved proficiency. Our goal for the 2014 FCAT Writing Test is to increase student proficiency to 47%. This indicates an increase of 6 percentage points.

G2.B1 The students demonstrate limited ability in Informative writing. Students have limitations with regards to creating precision and interest by elaborating ideas through supporting details. In addition, the students needed reinforcement to focus and organize their writing.

G2.B1.S1 The teacher will use sample score papers to review for content focus organization and word choice. Rearrange words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

PD Opportunity 1

Monitor student writing samples

Facilitator

Language Arts Department Chairperson

Participants

Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G8. Increase student enrollment in middle school CTE courses

G8.B1 Middle school students are not enrolled in CTE courses.

G8.B1.S1 CTE teachers implement CTE program state curriculum standards in content area courses such as Science and Math

PD Opportunity 1

Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Articulate and host interest rallies for middle school students wanting to participate in Academy of Finance during the upcoming year.

Facilitator

MDCPS Industry certification courses

Participants

Math and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Baseline assessments; Practice and readiness tests Follow-up with students that displayed interest in AOF

G14. FCAT 2.0 Level 3: The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%.

G14.B1 The results of the 2012-2013 FCAT Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 36%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. The students will be given additional opportunities to identify the implied main idea and/or author's purpose

G14.B1.S1 Provide students with additional opportunities after reading, teachers will ingrain the practice of justifying answers by going back to the text for support. Students will utilize graphic organizers to see patterns and summarize main points.

PD Opportunity 1

Ongoing classroom assessments focusing on students' knowledge of implied main idea and author's purpose data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Facilitator

Differentiated Instruction - Eric Martinez

Participants

All teachers

Target Dates or Schedule

Ongoing classroom assessments

Evidence of Completion

Formative: Interim Assessments; Teacher-made assessments; FCAT Explorer reports; and Reading Plus; Summative: Results from the 2014 FCAT Assessment in Reading

G15. FCAT 2.0 Level 4 and Above: The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%.

G15.B1 The results of the 2012-2013 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 24%. Students will be given additional opportunity in the area of the FCAT Reading Test Reporting Category 4, Informational Text/Research Process.

G15.B1.S1 The students will be provided additional opportunities in finding support for their arguments.

PD Opportunity 1

Students will enrich their skills of locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Facilitator

Differentiated Instruction - Eric Martinez

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G16.	Learning Gains - All: The results of the 2012-2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 72% of students to make overall learning gains.	\$5,000
G17.	Learning Gains lowest 25%: The results of the 2012-2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 74% of students in the lowest 25% to make learning gains.	\$2,500
G29.	Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 60% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%.	\$500
G30.	Algebra EOC level 4 and 5: The results of the 2013 Algebra I EOC Exam indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%.	\$500
Total		\$8,500

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$8,500	\$8,500
FEFP	\$8,500	\$8,500

Budget Details

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

G16. Learning Gains - All: The results of the 2012-2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is for 72% of students to make overall learning gains.

G16.B1 The results of the 2013 FCAT Reading Test indicate that 69% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 3 % to 72% of students to make overall learning gains. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points.

G16.B1.S1 Provide students with more opportunities to utilize the computer lab to reinforce comprehension, vocabulary, and fluency skills.

Action Step 1

Update computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus, Achieve 3000, Spring Board and FCAT Explorer. Twice a week in class tutorial programs allowing students to utilize lab to reinforce comprehension, vocabulary, and fluency skills.

Resource Type

Evidence-Based Program

Resource

Achieve 3000 Reading Plus

Funding Source

FEFP

Amount Needed

\$5,000

G17. Learning Gains lowest 25%: The results of the 2012-2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is for 74% of students in the lowest 25% to make learning gains.

G17.B1 The results of the 2013 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 3% for 74% of students in the lowest 25% to make learning gains. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points

G17.B1.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of all learning programs utilized.

Action Step 1

Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data and curriculum adjusted as needed to ensure the fidelity of instruction as stated in the FCIM model.

Resource Type

Evidence-Based Program

Resource

Achieve 3000 Reading Plus

Funding Source

FEFP

Amount Needed

\$2,500

G29. Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 60% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%.

G29.B1 Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 62%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding of rationals, radicals and quadratics. The students will be provided with more practice using quadratic equations to solve real-world problems.

G29.B1.S1 Align the Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals and quadratics.

Action Step 1

Align the Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals, and quadratic.

Resource Type

Evidence-Based Program

Resource

Algebra I EOC Practice Books

Funding Source

FEFP

Amount Needed

\$500

G30. Algebra EOC level 4 and 5: The results of the 2013 Algebra I EOC Exam indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%.

G30.B1 Our goal for the 2013-2014 school year is to increase levels 4 and 5 students proficiency to 11%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be provided with more practice using quadratic equations to solve real-world problems.

G30.B1.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets in an inquiry, project-based learning environment.

Action Step 1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Resource Type

Evidence-Based Program

Resource

Algebra I EOC Practice Books

Funding Source

FEFP

Amount Needed

\$500