2013-2014 SCHOOL IMPROVEMENT PLAN

Just Arts And Management Charter Middle School

2450 NW 97 AVE
Doral, FL 33172
305-597-9999

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	41%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	86%

School Grades History

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

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.

Table of Contents

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
Just Arts And Management Charter Middle

Principal
Eleonora Cuesta

School Advisory Council chair
Jeanette Melian

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

Name	Title
Eleonora Cuesta	Principal
Elizabeth Simon	Assistant Principal
Anna Perez	Lead Teacher
Jeanette Melian	Reading Coach
Ariannie Machado	ESE Specialist

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

Board of Directors – 1, Principal -1, Teachers – 5, Alternate Teachers -1, Parents – 5, Alternate Parents – 1, Educational Support Employee – 1, Student – 1, Alternate Student – 1, Business/Community Representative -1

Involvement of the SAC in the development of the SIP

The SAC is an integral part of the development of the School Improvement Plan. The SAC shall Implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget. At each quarterly meeting, data is reviewed and presented. Teams discuss strategies to implement and adjustments are made if necessary. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet four times a year to discuss school-wide activities, use of EESAC funds, assessment data, response to intervention, and the School Improvement Plan.

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

The School Advisory Committee has a budget of $500 dollars for the 2013-2014 school year. The monies will be spent on Character Traits Certificates, $50 and Reading Plus Incentives $100 and Incentive Field Trip for Reading Plus and FCAT Saturday School, $350.00.

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
2

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

Administrator Information:

Eleonora Cuesta		
Principal	Years as Administrator: 9	Years at Current School: 2
Credentials	Bachelor's in Art Ed., Master's in Ed. Leadership, Certified in Art Education K-12 and Educational Leadership	
Performance Record	2013 – School Grade Rdg. Proficiency, 91% Math Proficiency, 66% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 52 points Rdg. AMO Math AMO 2012 School Grade A Rdg. Proficiency, 83% Math Proficiency, 83% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - _ _78 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – 83 Math AMO– 86 2011 School Grade A AYP 100% High Standards Reading 91% High Standards Math 93% Learning Gains Reading 76% Learning Gains Math 76% Gains Reading 25% 69% Gains Math 25% 81% 2010 School Grade A AYP 100% High Standards Reading 89% High Standards Math 93% Learning Gains Reading 79% Learning Gains Math 67% Gains Reading 25% 71% Gains Math 25% 67% 2009 School Grade A AYP 100%	

High Standards Reading 87%
High Standards Math 90%
Learning Gains Reading 83%
Learning Gains Math 78%
Gains Reading 25% 71%
Gains Math 25% 70%

Elizabeth Simon		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Elementary Ed., Master's in Reading, Specialist Degree in Ed. Leadership, Certified in Reading and Ed Leadership, Endorsed in ESOL and Gifted
Performance Record	2013 – School Grade Rdg. Proficiency, 91% Math Proficiency, 66% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 52 points Rdg. AMO Math AMO 2012 School Grade A Rdg. Proficiency, 83% Math Proficiency, 83% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - _ _78 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – 83 Math AMO– 86 2011 School Grade A AYP 100% High Standards Reading 91% High Standards Math 93% Learning Gains Reading 76% Learning Gains Math 76% Gains Reading 25% 69% Gains Math 25% 81% 2010 School Grade A AYP 100% High Standards Reading 89% High Standards Math 93% Learning Gains Reading 79% Learning Gains Math 67% Gains Reading 25% 71% Gains Math 25% 67% 2009 School Grade A AYP 100% High Standards Reading 87%

High Standards Math 90%
Learning Gains Reading 83%
Learning Gains Math 78%
Gains Reading 25% 71%
Gains Math 25% 70%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jeanette Melian		
Full-time / School-based	Years as Coach: 8	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor's Elem. Ed, Master's Elem. Ed., Certification Ed. Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 91% Math Proficiency, 66% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 52 points Rdg. AMO Math AMO 2012 School Grade A Rdg. Proficiency, 83% Math Proficiency, 83% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - _ _78 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – 83 Math AMO– 86 2011 School Grade A AYP 100% High Standards Reading 91% High Standards Math 93% Learning Gains Reading 76% Learning Gains Math 76% Gains Reading 25% 69% Gains Math 25% 81% 2010 School Grade A AYP 100% High Standards Reading 89% High Standards Math 93% Learning Gains Reading 79% Learning Gains Math 67% Gains Reading 25% 71% Gains Math 25% 67% 2009 School Grade A AYP 100% High Standards Reading 87% High Standards Math 90% Learning Gains Reading 83%

Learning Gains Math 78%
Gains Reading 25% 71%
Gains Math 25% 70%

Classroom Teachers

# of classroom teachers
7

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

 # Highly Qualified Teachers
86%

 # certified in-field
7, 100%

 # ESOL endorsed
3, 43%

 # reading endorsed
0, 0%

 # with advanced degrees
0, 0%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
5, 71%

 # with 6-14 years of experience
2, 29%

 # 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

The strategies used at Just Arts and Management Charter Middle to recruit teachers are as follows:
The Assistant Principal oversees the recruitment process at the school.
1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs
The strategies used by Just Arts and Management Charter Middle for teacher retention are as

follows:

1. Involve teachers in decision making process through Leadership teams.
2. Provide multiple opportunities for in-house and outside professional development.
3. Provide opportunities for growth and advancement.
4. Give employees quantitative and qualitative feedback on performance.
5. Provide compensation for teachers who take on additional opportunities at the school level.

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 RTI team's role at Just Arts and Management is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and prevention of student failure through early intervention. The MTSS RTI Leadership team will meet quarterly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the MTSS RTI Team examines the validity and effectiveness of the program delivery. During MTSS RTI meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each subject area. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, ongoing progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the MTSS RTI will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen weak content clusters. Interim Assessment data and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at risk and below grade level and provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance teaching and learning.

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

Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing MTSS RtI, intervention support and documentation, and adequate professional development to
support MTSS RtI. The Principal oversees the administration of MTSS RtI skills of school staff, and communicates with parents regarding school-based MTSS RtI plans and activities.
Elizabeth Simon, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of MTSS RtI.
Suzette Monteiro Team Leader: Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.
Ariannie Machado, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Attends meetings and relays pertinent information to the MTSS RtI team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.
Anna Perez, Lead Teacher and Jeanette Melian, Reading Coach: Provides data to the MTSS RtI Team based on state, district and school-wide based assessments.
Maria Jimenez, School Counselor: Serves as a liaison between the families and the school to continuously support the student's social, emotional, and educational needs.

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

The school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS RtI Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This on-going process involves the active participation of each MTSS RTI team member and other schools stakeholders.

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

School data will be used to guide the MTSS RtI and instructional decision making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. The following Academic monitoring and management systems will be used throughout the year. As data becomes available through the different management systems, the administration will be conducting data chats with teachers. Teachers will conduct data chats with students and with parents. Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for Level 1 and 2 students in grade 6th. Success Maker utilization and detailed Progress Reports. FCAT data is provided by the state and widely used to steer instructional decisions school wide. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher. Mathematics: The Baseline Assessment data is managed through the PMRN. District Interim Assessment data is managed through Edusoft. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.
Science: Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis. Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and is monitored through ongoing student assessments administered by the classroom teacher.
Writing: The writing process and student growth are monitored by the Language Arts teacher through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed.
Behavior: Student behavior is managed at the classroom level through the teacher established behavior management system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. The school counselor works closely with the classroom teacher in monitoring and modeling appropriate behavior. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

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

The MTSS RtI team will evaluate the staff's professional development needs and work in conjunction with the Administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. As data becomes available through the different data management systems, training on how to systematically monitor progress, graph and use data will be

provided by the Reading Coach and ESE Program Specialist to assist teachers in prescribing the right intensity of intervention at the classroom level.

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: Weekend Program

Minutes added to school year: 420

The Saturday Academy meets once a week on Saturdays for seven weeks. Students receive focused FCAT strategy lessons in the areas of Reading and Mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the Reading Coach and administrators

Who is responsible for monitoring implementation of this strategy?

Reading coach and administrators

Literacy Leadership Team (LLT)

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

Name	Title
Eleonora Cuesta	Principle
Elizabeth Simon	Assistant Principal
Jeanette Melian	Reading Coach
Anna Perez	Lead Teacher
Suzette Monteiro	Team Leader
Ariannie Machado	ESE Program Specialist

How the school-based LLT functions

The LLT team's role at Just Arts and Management is to impact student achievement through the ongoing promotion of literacy related school activities. LLT meetings take place quarterly in order to systematically analyze assessment data and allocate resources to improve student learning. Throughout the data analysis process, the LLT Team examines the strengths and weaknesses and creates a plan on how to remediate, enrich and provide interventions. During LLT meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade

level. Department team members provide input and make recommendations on the data available. The LLT reconvenes the following month in order to evaluate the results of the intervention and make adjustments as needed.

Major initiatives of the LLT

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and RtI problem solving process. In addition, the LLC will promote Accelerated Reader incentives for meeting desired goals, Reading Plus motivational awards and recognition for completing a set number of sessions, FCAT Explorer and Riverdeep. These programs provide data about individual student's reading levels on a systematic basis. The major initiative for the 2013-2014 school year would be increase literacy across all curriculums with an emphasis on Mathematics. All middle school grade reading and intensive reading classes will utilize the CRRP in addition to Reading Plus. Teachers will place students in intervention programs based on available data.

Every Teacher Contributes to Reading Instruction

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

At Just Arts and Management, Reading strategies and instructional techniques are implemented in all content areas. Data is shared with all teachers so they are aware of the specific area of deficit when it comes to Readin instruction. Each teacher is encouraged to and is afforded the opportunity to attend professional development in the area of Reading. The Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum. The school Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and best practices for implementing Reading across all curricular areas.

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		92%		
American Indian				
Asian				
Black/African American				
Hispanic		93%		
White		92%		
English language learners				
Students with disabilities				
Economically disadvantaged		95%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	36%	37%
Students scoring at or above Achievement Level 4	51	55%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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		67%		
American Indian				
Asian				
Black/African American				
Hispanic		64%		
White		77%		
English language learners				
Students with disabilities				
Economically disadvantaged		62%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	34%	36%
Students scoring at or above Achievement Level 4	30	33%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

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)	40		23
Participation in STEM-related experiences provided for students	92	98%	98%

Area 6: Career and Technical Education (CTE)

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

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	1	1%	1%
Students who fail a mathematics course	7	7%	6%
Students who fail an English Language Arts course	2	2%	1%
Students who fail two or more courses in any subject	3	3%	2%
Students who receive two or more behavior referrals	14	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

The parental involvement targets for Just Arts and Management is to continue to provide parent engagement opportunities for parents to attend and become involved in a variety of school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
•number of parent engagement opportunities offered in the school year	30	16%	17%
•average number of parents in attendance at parent engagement opportunities	25	26%	27%
•percent of parents who participated in parent engagement opportunities	96	100%	100%
•percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	61	64%	65%

Goals Summary

G1. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Reading 2.0 from 92% to 94%.

G2. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Mathematics 2.0 from 67% to 69%.

G3. The goal is to increase the percent of students who participated in a STEM related activity from 98% to 99%.

G4. The goal is to increase student awareness of CTE programs and courses that will become available.

G5. The goal is to maintain the number of students who miss 10% or more of instruction time and decrease the number of students failing a course by 1%.

G6. The goal is to maintain the percent of parents who participate in a parent engagement activity at 100%.

Goals Detail

G1. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Reading 2.0 from 92% to 94%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Holt McDougal Literature Book Grade 6

Targeted Barriers to Achieving the Goal

- 36% of the students achieved a level 3. The area of deficiency is Reporting Category 2: Reading Application.

- 56% of the students achieved a level 4. The area of deficiency is Reporting Category 2: Reading Application.

- 75% of the students made learning gains in Reading. The area of deficiency is Reporting Category 2: Reading Application.

- 75% of students in the lowest 25th percentile made learning gains in the area of Reading. The area of deficiency is Reporting Category 2: Reading Application.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administrators will review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible
Administrators, Reading Coach and the MTSS RtI Leadership Team

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

G2. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Mathematics 2.0 from 67% to 69%.

Targets Supported
- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Holt McDougal Math, The Khan Academy, FCAT Saturday School classes

Targeted Barriers to Achieving the Goal
- 34 percent of students scored a Level 3. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

- 33 percent of students scored a Level 4. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

- 52 percent of students made Learning Gains. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

- 52 percent of students in the Lowest 25th percentile scored proficient. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to ensure that progress is being made and to make adjustments in instructional practices as needed.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
B-iweekly

Evidence of Completion:
Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests. 2014 FCAT Mathematics 2.0

G3. The goal is to increase the percent of students who participated in a STEM related activity from 98% to 99%.

Targets Supported
- STEM

Resources Available to Support the Goal
- Computer Lab, Science Lab, Science Textbook series.

Targeted Barriers to Achieving the Goal
- Limited exposure to science, math and engineering projects that utilize technology and increase student scientific thinking to develop and implement inquiry-based activities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the administration will monitor the implementation of the strategies. Administrators will review the Enrollment status in Pre-AP courses and extra-curricular STEM activities each semester and make changes in scheduling as needed.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
quarterly

Evidence of Completion:
Science, Math Baseline Assessment and District Interim Assessments, classroom assessments,2014 Mathematics and Science FCAT 2.0.

G4. The goal is to increase student awareness of CTE programs and courses that will become available.

Targets Supported
- CTE

Resources Available to Support the Goal
- Assistant Principal

Targeted Barriers to Achieving the Goal
- Students are not aware of the resources and classes in which they can explore careers in the technical arena.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses to take place.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
Master schedule, student schedules

G5. The goal is to maintain the number of students who miss 10% or more of instruction time and decrease the number of students failing a course by 1%.

Targets Supported
- EWS

- EWS - Middle School

Resources Available to Support the Goal
- School Counselor, Assistant Principal, Attendance Review Team, Success Maker

Targeted Barriers to Achieving the Goal
- 1 percent of the student population missed 10 percent or more of instructional time.

- 7 percent of students failed a Math course, 2 percent of students failed an English Language Arts course and 3 percent of students failed two or more courses.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monitor Success Maker reports and classroom assessments to determine progress towards the goal.

Person or Persons Responsible
Assistant Principal, MTSS Team

Target Dates or Schedule:
weekly

Evidence of Completion:
Success Maker Reports, classroom assessments, Interim Assessment results, 2014 FCAT Mathematics 2.0

G6. The goal is to maintain the percent of parents who participate in a parent engagement activity at 100%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- The Parent Academy, Parents in Action (PIA) group

Targeted Barriers to Achieving the Goal
- Parents work schedules impede them from volunteering during school hours or events.

Plan to Monitor Progress Toward the Goal

Attendance rosters will be kept at each event. Enrollment in the Parents in Action (PIA) group.

Person or Persons Responsible
Using the FCIM model, Administrators, Lead Teacher and the Reading Coach will monitor the implementation and effectiveness of the strategies.

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Evaluation Tool: Attendance rosters and Volunteer Hour Log

Action Plan for Improvement

Problem Solving Key

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

G1. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Reading 2.0 from 92% to 94%.

G1.B1 36% of the students achieved a level 3. The area of deficiency is Reporting Category 2: Reading Application.

G1.B1.S1 Provide students with additional practice in making inferences, drawing conclusions, and identifying main idea and author's purpose.

Action Step 1

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

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

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

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to ensure the fidelity of implementation and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, Reading Coach and the MTSS RtI Leadership

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to monitor for effectiveness and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, Reading Coach and the MTSS RtI Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

G1.B2 56% of the students achieved a level 4. The area of deficiency is Reporting Category 2: Reading Application.

G1.B2.S1 Provide students with additional opportunities to practice analyzing the author's perspective, choice of words, writing style, and how he/she structures the text in order to have a better understanding of how these elements influence the text.

Action Step 1

Ask and model higher order questioning strategies that require the students to return to text and to justify their answers in writing.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom assessments, classroom teacher observations, student work samples.

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

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to ensure the fidelity of implementation and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to monitor for effectiveness and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, classroom observations, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

G1.B3 75% of the students made learning gains in Reading. The area of deficiency is Reporting Category 2: Reading Application.

G1.B3.S1 Provide students with additional opportunities to analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text.

Action Step 1

Have students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher-made tests, classroom observations, Baseline assessment and Interim Assessments results, 2014 FCAT Reading 2.0

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

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to ensure the fidelity of implementation and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, Reading Coach and the MTSS RtI Leadership

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to monitor for effectiveness and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, Reading Coach and the MTSS RtI Leadership

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

G1.B4 75% of students in the lowest 25th percentile made learning gains in the area of Reading. The area of deficiency is Reporting Category 2: Reading Application.

G1.B4.S1 Provide students with additional opportunities to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Action Step 1

Provide opportunities for students to complete Reading Plus 3 times per week for 30 minutes each session.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Three times per week

Evidence of Completion

Reading Plus Class Reports

Facilitator:

Jeanette Melian

Participants:

6th Grade Reading Teachers

Action Step 2

Use graphic organizers to see patterns and summarize the main points. Provide opportunities for students to understand how patterns support the main idea, character development, and author's purpose.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher-made tests, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

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

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to ensure the fidelity of implementation and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, Reading Coach and the MTSS RtI Leadership

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, classroom observations, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to monitor for effectiveness and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, Reading Coach and the MTSS RtI Leadership

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, classroom observations, Baseline assessment and Interim Assessments, 2014 FCAT Reading 2.0

G2. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Mathematics 2.0 from 67% to 69%.

G2.B1 34 percent of students scored a Level 3. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

G2.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Action Step 1

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

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

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

Following the FCIM model, Administrators and Department Head will review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to ensure that progress is being made and to make adjustments in instructional practices as needed.

Person or Persons Responsible

The school Administrators, along with the MTSS RTI Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, Administrators and Department Head will review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to ensure that progress is being made and to make adjustments in instructional practices as needed.

Person or Persons Responsible

The school Administrators, along with the MTSS RTI Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

G2.B2 33 percent of students scored a Level 4. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

G2.B2.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Action Step 1

Incorporate the use of STEP IT Up problem solving protocol and use it during Bell ringers or Problem of the Day to allow students to work collaboratively to solve cognitive higher order real world problems.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

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

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to monitor fidelity of implementation of strategies and to make adjustments in instructional practices as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to monitor the effectiveness of strategies and to make adjustments in instructional practices as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

G2.B3 52 percent of students made Learning Gains. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

G2.B3.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situation

Action Step 1

Implement the Success Maker Mathematics Program to assist students with Mathematical fluency and problem solving practice.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Two times per week

Evidence of Completion

Success Maker Reports

Action Step 2

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

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

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to monitor fidelity of implementation of strategies and to make adjustments in instructional practices as needed.

Person or Persons Responsible

Administrators, MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, student work samples, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G2.B3.S1

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to monitor the effectiveness of strategies and to make adjustments in instructional practices as needed.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

G2.B4 52 percent of students in the Lowest 25th percentile scored proficient. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

G2.B4.S1 Provide students with additional contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice

Action Step 1

Provide students with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Teacher-made tests, student work samples, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

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

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to monitor fidelity of implementation of strategies and to make adjustments in instructional practices as needed.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G2.B4.S1

Following the FCIM model, review the results of weekly classroom assessments focusing on students' performance in Geometry and Measurement to monitor the effectiveness of strategies and to make adjustments in instructional practices as needed.

Person or Persons Responsible

Administrators, MTSS/RTI Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teacher-made tests, Baseline Assessment and Interim Assessments, End-of-chapter Tests, 2014 FCAT Mathematics 2.0

G3. The goal is to increase the percent of students who participated in a STEM related activity from 98% to 99%.

G3.B1 Limited exposure to science, math and engineering projects that utilize technology and increase student scientific thinking to develop and implement inquiry-based activities.

G3.B1.S1 Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities.

Action Step 1

Provide opportunities for students to enroll in afterschool Robotics classes and, Science Club. Increase participation in extracurricular activities such as The Math Bowl, The Fairchild Challenge and Robotics.

Person or Persons Responsible

Math, Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Science, Math Baseline Assessment and District Interim Assessments, classroom assessments,2014 Mathematics and Science FCAT 2.0.

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

Following the FCIM model, the administration will monitor the implementation of the strategies. Administrators will review the Enrollment status in Pre-AP courses and extra-curricular STEM activities each semester and make changes in scheduling as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Science, Math Baseline Assessment and District Interim Assessments, classroom assessments,2014 Mathematics and Science FCAT 2.0.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, the administration will monitor the implementation of the strategies. Administrators will review the Enrollment status in Pre-AP courses and extra-curricular STEM activities each semester and make changes in scheduling as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Science, Math Baseline Assessment and District Interim Assessments, classroom assessments,2014 Mathematics and Science FCAT 2.0.

G4. The goal is to increase student awareness of CTE programs and courses that will become available.

G4.B1 Students are not aware of the resources and classes in which they can explore careers in the technical arena.

G4.B1.S1 Promote CTE awareness, through varied activities for students and parents.

Action Step 1

Conduct activities during a parent/family night, and Career Day to enhance student's awareness of CTE and technical courses available.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance rosters at events

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

Following the FCIM model, monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses to take place.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Master schedule, student schedules

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM Model, monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses to take place.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi-weekly

Evidence of Completion

Master schedule, student schedules

G5. The goal is to maintain the number of students who miss 10% or more of instruction time and decrease the number of students failing a course by 1%.

G5.B1 1 percent of the student population missed 10 percent or more of instructional time.

G5.B1.S1 Make parents aware of the number of absences their child has accumulated.

Action Step 1

Refer parents of students with excessive absences to the Attendance Review Team (ART).

Person or Persons Responsible

Administrators, School Counselor

Target Dates or Schedule

Quarlterly

Evidence of Completion

Attendance records.

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

Following the FCIM model, monitor the attendance records each nine week period and make adjustments as needed in the plan.

Person or Persons Responsible

Assistant Principal, MTSS Team and School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Students attendance records

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, monitor the attendance records each nine week period and make adjustments as needed in the plan.

Person or Persons Responsible

Assistant Principal, MTSS Team and School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance records

G5.B2 7 percent of students failed a Math course, 2 percent of students failed an English Language Arts course and 3 percent of students failed two or more courses.

G5.B2.S1 Provide students with additional intervention in the areas of Reading and Mathematics.

Action Step 1

Provide after school tutoring for students failing a Math course.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Twice a week

Evidence of Completion

Student work samples, teacher observations, classroom assessments, Interim Assessment results, FCAT Mathematics 2.0

Action Step 2

Assign specific courses to students on Success Maker in their area of deficiency in Reading and Mathematics.

Person or Persons Responsible

Math Teachers, Language Arts Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Success Maker reports, student work samples, teacher-made tests, teacher observations

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

Following the FCIM model, review the results of weekly classroom assessments and Success Maker reports focusing on students' performance in Reading and Math to ensure the fidelity of implementation and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators, MTTS/RtI Team

Target Dates or Schedule

weekly

Evidence of Completion

Success Maker reports, classroom assessments, student work samples, Interim Assessment results, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, review the results of weekly classroom assessments and Success Maker reports focusing on students' performance in Reading and Math to ensure the effectiveness of implementation and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

weekly

Evidence of Completion

Success Maker Reports, classroom assessments, Interim Assessment results, 2014 FCAT Mathematics 2.0

G6. The goal is to maintain the percent of parents who participate in a parent engagement activity at 100%.

G6.B1 Parents work schedules impede them from volunteering during school hours or events.

G6.B1.S1 Continue to provide additional opportunities through a variety of night time activities and events to allow for parents to attend.

Action Step 1

Provide parents ample notice of school related activities and events through email, Connect Ed, and notices posted on the school website, so that parents may plan ahead to attend school activities.

Person or Persons Responsible

Using the FCIM model, Administrators, Lead Teacher and the Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance rosters and Volunteer Hour Log

Action Step 2

Monitor the Sign-in rosters at school wide events and activities.

Person or Persons Responsible

Administrators, Lead Teacher and the Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Rosters and Volunteer Logs

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

Attendance rosters will be kept at each event. Enrollment in the Parents in Action (PIA) group.

Person or Persons Responsible

Using the FCIM model, Administrators, Lead Teacher and the Reading Coach will monitor the implementation and effectiveness of the strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Evaluation Tool: Attendance rosters and Volunteer Hour Log

Plan to Monitor Effectiveness of G6.B1.S1

Attendance rosters will be kept at each event. Enrollment in the Parents in Action (PIA) group.

Person or Persons Responsible

Using the FCIM model, Administrators, Lead Teacher and the Reading Coach will monitor the implementation and effectiveness of the strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Evaluation Tool: Attendance rosters and Volunteer Hour Log

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Reading 2.0 from 92% to 94%.

G1.B4 75% of students in the lowest 25th percentile made learning gains in the area of Reading. The area of deficiency is Reporting Category 2: Reading Application.

G1.B4.S1 Provide students with additional opportunities to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

PD Opportunity 1

Provide opportunities for students to complete Reading Plus 3 times per week for 30 minutes each session.

Facilitator

Jeanette Melian

Participants

6th Grade Reading Teachers

Target Dates or Schedule

Three times per week

Evidence of Completion

Reading Plus Class Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Reading 2.0 from 92% to 94%.	$100
G2.	The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Mathematics 2.0 from 67% to 69%.	$9
	Total	$109

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Total
EESAC	$100	$0	$100
operational	$0	$9	$9
Total	$100	$9	$109

Budget Details

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

G1. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Reading 2.0 from 92% to 94%.

G1.B4 75% of students in the lowest 25th percentile made learning gains in the area of Reading. The area of deficiency is Reporting Category 2: Reading Application.

G1.B4.S1 Provide students with additional opportunities to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Action Step 1

Provide opportunities for students to complete Reading Plus 3 times per week for 30 minutes each session.

Resource Type

Other

Resource

Motivational Rewards

Funding Source

EESAC

Amount Needed

$100

G2. The goal is to increase the percent of students scoring proficient on the 2014 administration of the FCAT Mathematics 2.0 from 67% to 69%.

G2.B3 52 percent of students made Learning Gains. Students are experiencing difficulty with Reporting Category Geometry and Measurement. Students struggle with multi-step word problems solving activities.

G2.B3.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situation

Action Step 1

Implement the Success Maker Mathematics Program to assist students with Mathematical fluency and problem solving practice.

Resource Type

Technology

Resource

Computer Software License

Funding Source

operational

Amount Needed

$9