



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hill Gustat Middle School
4700 SCHUMACHER RD
Sebring, FL 33872
863-471-5437
<http://www.highlands.k12.fl.us/~hgm>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 71%
Alternative/ESE Center No	Charter School No	Minority Rate 51%

School Grades History

2013-14 B	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Hill Gustat Middle School

Principal

Christopher S. Doty

School Advisory Council chair

Stephanie White

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

Name	Title
Tina Starling	Literacy Curriculum Research Teacher
Patricia Portis	Math Department
Mary Pierce	Math Department
Linda Farmer	Reading Department
Cassandra Moses	Language Arts Department
Rachel Long	Science Department
Todd Hutchison	Social Studies Department
Eydee Grice	Guidance Department
Nya Scarlet-Seaser	Related Arts Department
Kim Douberley	Technology Resource Teacher
Jenn Sanchez	Assistant Principal
Chris Doty	Principal

District-Level Information

District

Highlands

Superintendent

Mr. Wallace P Cox

Date of school board approval of SIP

Pending

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

Stephanie White (chairperson)
 Penny Piccione
 Corine Johnson

Lourdes Serralta
 Ira Goins
 Jan Lepe
 Stacey Donocan
 Tari Hornick
 Tracey Andres
 Jeff Roth
 Chantel Parris
 Isabella Lepe
 Erica Francis
 Jenn Sanchez
 Maria Marentes
 Todd Hutchison
 Cassandra Moses
 Trish Portis
 Linda Farmer
 Nya Scarlet
 Rachel Long
 Tina Starling

Involvement of the SAC in the development of the SIP

Our first 2013-2014 SAC meeting did not take place prior to the required completion date for the SIP.

Activities of the SAC for the upcoming school year

The SAC meets monthly to discuss academic, behavioral, and assessment goals to be noted in the SIP. Data and other factors will be discussed with the SAC and decisions made with their input.

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

\$0.00

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:

Christopher S. Doty

Principal

Years as Administrator: 10

Years at Current School: 6

Credentials

B.A. Behavior Disorders
 M.S. Educational Leadership
 Principal Certification

Performance Record

2012-2013
 Grade C
 Reading Mastery: 55%
 Math Mastery: 56%
 Writing Mastery: 57%
 Science Mastery: 47%

2011-2012
 Grade B
 Reading Mastery: 59%
 Math Mastery: 54%
 Writing Mastery: 82%
 Science Mastery: 43%

2010-2011
 Grade A
 Reading Mastery: 72%
 Math Mastery: 73%
 Writing Mastery: 89%
 Science Mastery: 46%
 AYP: 95% - White subgroup did not make AYP in reading

2009-2010
 Grade A
 Reading Mastery: 68%
 Math Mastery: 65%
 Writing Mastery: 93%
 Science Mastery: 43%
 AYP: 82% - White and ED did not make AYP in reading. White, Hispanic, And ED did not make AYP in math.

2009-2010
 Grade A
 Reading Mastery: 68%
 Math Mastery: 65%
 Writing Mastery: 93%
 Science Mastery: 43%
 AYP: 82% - White and ED did not make AYP in reading. White, Hispanic, And ED did not make AYP in math.

2008-2009
 Grade A
 Reading Mastery: 66%
 Math Mastery: 64%
 Writing Mastery: 97%
 Science Mastery: 35%
 AYP: 79% - Black, Hispanic, and ED subgroups did not make AYP in reading. White, black and ED subgroups did not make AYP in math.

2007-2008
 Grade A
 Reading Mastery: 66%
 Math Mastery: 62%
 Writing Mastery: 97%
 Science Mastery: 35%
 AYP: 79% - Black, Hispanic, and ED subgroups did not make AYP in reading. White, Black, and ED did not make AYP in math.

Jennifer Sanchez

Asst Principal

Years as Administrator: 1

Years at Current School: 3

Credentials

B.S. Elementary Education
 M.S. Educational Leadership
 Certifications: Elementary Education k-6, English 6-12, Social Studies 6-12, Middle Grades Integrated, ESOL endorsed, Reading endorsed

Performance Record

2010-2011
 Grade A
 Reading Mastery: 72%
 Math Mastery: 73%
 Writing Mastery: 89%
 Science Mastery: 46%
 AYP: 95% - White subgroup did not make AYP in reading
 2009-2010
 Grade A
 Reading Mastery: 68%
 Math Mastery: 65%
 Writing Mastery: 93%
 Science Mastery: 43%
 AYP: 82% - White and ED did not make AYP in reading. White, Hispanic, And ED did not make AYP in math.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tina Starling		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Bachelor's Degree - Psychology	
Performance Record	2012-2013	
	Grade C Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 57% Science Mastery: 47%	
Performance Record	2011-2012	
	Grade B Reading Mastery: 59% Math Mastery: 54% Writing Mastery: 82% Science Mastery: 43%	

Instructional Technology Resource Teacher		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	44
# receiving effective rating or higher	0%
# Highly Qualified Teachers	77%
# certified in-field	, 0%
# ESOL endorsed	20, 45%
# reading endorsed	10, 23%
# with advanced degrees	13, 30%
# National Board Certified	2, 5%

first-year teachers

4, 9%

with 1-5 years of experience

6, 14%

with 6-14 years of experience

20, 45%

with 15 or more years of experience

14, 32%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

14, 93%

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

HGMS has made an effort to recruit and retain highly qualified, certified-in-field, effective teachers through several strategies. There is an open-door policy for any teacher who is interested in becoming a faculty member. We have a rigorous interviewing process that generally requires applicants to write and demonstrate what they believe to be a model lesson. This year, Principal Chris Doty attending a state-level hiring fair and was able to invite multiple teachers into the district. It is the belief of administration that teachers that feel supported by the faculty and administration are happy teachers and that teachers happy in their position are loyal employees who remain on staff for long periods of time. HGMS provides regular, targeted professional development to strengthen areas of struggle and to enhance curriculum and instruction. Finally, there is open communication between the faculty and staff so that everyone feels able to approach the appropriate person to resolve curricular and personal issues.

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

Hill-Gustat follows district guidelines for pairing mentors and mentees. Each first year teacher has been assigned to a mentor teacher with at least 5 years of teaching experience, has completed Clinical Education training, and is currently teaching the same grade level and content area that the

mentee is currently assigned to. These pairs create a schedule for meeting to discuss issues such as grading, pacing, classroom management, policies, procedures, etc. All teachers are required to attend Common Morning Planning in order to work on common pacing, concerns, and grade-level assessments. Each new teacher also has an "unofficial" staff buddy, whose classroom is geographically near, to answer procedural or policy questions that may arise and require quick action.

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

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

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

HGMS has implemented a multi-tiered system of support. The MTSS team will focus meetings around one central question: How do we develop and maintain a problem-solving system that promotes student growth and achievement?

The team meets to review screening data linked with instructional decisions and review progress monitoring data at grade and class levels which identifies students who are meeting/exceeding benchmarks, those who are at moderate risk, and those who are at high-risk. Based on the data, professional development will be designed to meet the needs of staff and students.

The team will collaborate regularly, troubleshoot, share effective practices and strategies, review the process and make decisions. The team will also facilitate the process of building consensus, increase the capacity to affect the decisions made through infrastructure, and make decisions about how to implement best practices for student success.

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

Eydee Grice - schedule meetings, screenings, data collection, and progress monitoring. Weekly, monthly plotting of points, and graphing

Heather Simmons - director of support system. Provides district support and guidance for procedures

Tina Starling - data collection and progress monitoring

Jenn Sanchez - administrative and human resource decisions and support

Chris Doty - administrative and human resource decisions and support

Classroom teachers - implementing prescribed Tier 1, 2, and 3 strategies/interventions. Daily and weekly recorded keeping.

The team met to help develop the SIP by providing data and information of Tier 1, 2, and 3 targets; determining academic and social/emotional areas that needed to be addressed; helped to set clear expectations for rigor, relevance, and relationships at the building and classroom levels.

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

HGMS uses intervention documentation worksheet observation and data collection. The team meets bi-monthly to review and assess progress. Progress is assessed using valid, reliable, and standardized probes and data tracking.

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

Data sources and management systems include: Genesis (scheduling, test results, student demographic data), Pinnacle (current class grades), Performance Matters for math, reading, science, writing, FCAT

2.0, Math 2.0, FAIR (district-level data warehouse includes summative assessment data, progress monitoring data - historical and current for all assessed content areas for baseline, mid-year, and year-end testing), PMRN (state of Florida reading data warehouse for all current and historical reading-related data), AimsWeb (providing level-appropriate probes and tracking resources).

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

Professional development for faculty and staff is ongoing. Community and parent information sessions are schedule for the 2013 - 2014 school year to take place during SAC meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Tina Starling	Literacy Curriculum Resource Teacher
Linda Farmer	Reading Department
Cassandra Moses	Language Arts Department
Eydee Grice	Guidance Department
Kim Douberley	Technology Resource Teacher
Jenn Sanchez	Assistant Principal
Chris Doty	Principal

How the school-based LLT functions

The LLT meets as needed to discuss upcoming literacy events. There is a quarterly review of reading data and an examination of strategies to present at upcoming professional developments as student achievement data dictates.

Major initiatives of the LLT

Major initiatives include the continued school-wide implementations of the following strategies
UNRAVEL

Question Answer Relationship (QAR)

Text marking and annotation

HGMS has also implemented a cross-curricular unit plan to be implemented twice yearly. Once in the fall and once in the spring. All faculty has a role in each unit and must follow through with specific responsibilities.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to the reading improvement of every student in many ways:

1. HGMS is a Florida Reading Initiative (FRI) strategy school. All teachers have been trained in using a variety of FRI strategies and are expected to include strategies in lesson plans weekly as well as demonstrated in weekly classroom instruction.
2. HGMS currently has three school-wide reading comprehension initiatives: Question-Answer-Relationship, UNRAVEL, and text marking-annotation. Each teacher has been provided with training in each strategy and posters for reminding students of the methods of doing the strategies. A schedule has been determined for explicit instruction to be done in Language Arts classes and follow-up instruction in

each content area. Again, teachers are expected to include include strategies in lesson plans and to use them frequently in classes.

3. HGMS has common planning a minimum of two times weekly. The purpose of this planning time is to discuss and implement common pacing and common assessments for each content area. Teachers will measure the success of reading strategies as revealed through data from common formative and summative assessments.

4. HGMS has a cross-curricular unit for each grade in which all content areas are contributing. Each project has a specific focus on research, reading, and the writing process. Teachers from each grade level will work together collaboratively to reach common goals.

Preschool Transition

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

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

n/a

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	67%	55%	No	70%
American Indian				
Asian	78%	82%	Yes	80%
Black/African American	52%	27%	No	57%
Hispanic	61%	52%	No	65%
White	73%	62%	No	75%
English language learners	29%	20%	No	36%
Students with disabilities	39%	17%	No	45%
Economically disadvantaged	60%	49%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	28%	29%
Students scoring at or above Achievement Level 4	202	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	385	52%	53%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	62%

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)	[data excluded for privacy reasons]		25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		18%

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	136	80%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		76%

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%	56%	No	70%
American Indian				
Asian	84%	82%	No	86%
Black/African American	52%	27%	No	57%
Hispanic	61%	54%	No	65%
White	71%	64%	No	74%
English language learners	29%	20%	No	36%
Students with disabilities	35%	17%	No	42%
Economically disadvantaged	60%	49%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	25%	26%
Students scoring at or above Achievement Level 4	209	28%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	90%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	436	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	56%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	45	7%	8%
Middle school performance on high school EOC and industry certifications	45	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	28%
Students scoring at or above Achievement Level 4	22	73%	74%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4	15	100%	100%

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	63	26%	27%
Students scoring at or above Achievement Level 4	47	19%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		76%
Students scoring at or above Level 7	[data excluded for privacy reasons]		26%

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)	0		
Participation in STEM-related experiences provided for students	0		

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	275	37%	38%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	91	12%	11%
Students who fail a mathematics course	9	1%	0%
Students who fail an English Language Arts course	5	0%	0%
Students who fail two or more courses in any subject	9	1%	0%
Students who receive two or more behavior referrals	133	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	61	8%	7%

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

During the 2013-2014 school year, 76% of parents or guardians will attend at least one scheduled event which impacts student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Living Museum Parent Night			35%
Science Fair Parent Night			10%

Goals Summary

- G1.** On the 2014 science-content Florida Alternative Assessment, 76% of students will score at levels 4, 5, or 6
- G2.** On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.
- G3.** On the 2014 science-content Florida Alternative Assessment, 26% of students will score at or above level 7.
- G4.** On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.
- G5.** On the Florida Alternative Assessment (FAA), 76% of students will score a level four or higher in writing.
- G6.** During the 2013-2014 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.
- G7.** Average attendance for the 2013-2014 school year will be 94%.
- G8.** The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.
- G9.** In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.
- G10.** In grades 6-8, 51% of students who take the Florida Alternate Assessment will achieve a level 4, 5, or 6 in reading.
- G11.** On 2014 Florida Alternate Assessment, 75% of students will score at or above Level 7.
- G12.** Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.
- G13.** Based on AMOs, in grades 6-8, 36% of ELL students will make satisfactory progress on the 2014 administration of the FCAT 2.0 math assessment.
- G14.** Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.
- G15.** In grades 6-8, 25% of students classified ELL will score at the proficient level on the listening/ speaking portion of the 2014 CELLA assessment.

- G16.** In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.
- G17.** In grades 6-8, 25% of students classified ELL will score at the proficient level on the reading portion of the 2014 CELLA assessment.
- G18.** Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.
- G19.** In grades 6-8, 18% of students classified ELL will score at the proficient level on the writing portion of the 2014 CELLA assessment.
- G20.** In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.
- G21.** On 2014 Florida Alternative Assessment (FAA), 90% of students who meet requirements to take assessment will score at a level 4, 5, or 6 on the math portion.
- G22.** In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.
- G23.** On 2014 Florida Alternative Assessment (FAA), 12% of students who meet requirements to take assessment will score at a level 7 on the math portion.
- G24.** In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
- G25.** In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
- G26.** On the 2014 Florida Alternate Assessment, 63% of students will demonstrate a learning gain.
- G27.** In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.
- G28.** Based on targeted AMOs, 36% of students classified as ELL will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.
- G29.** Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.
- G30.** 100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

- G31.** 74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.
- G32.** On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

Goals Detail

G1. On the 2014 science-content Florida Alternative Assessment, 76% of students will score at levels 4, 5, or 6

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Targeted Barriers to Achieving the Goal

- Students have had limited exposure to scientific thinking and complex problem-solving.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for science; summative assessment (science FAA)

Person or Persons Responsible

Administrative team; ESE team leader

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FAA data becomes available.

Evidence of Completion:

Increase in student achievement in science per FAA assessment results.

G2. On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Targeted Barriers to Achieving the Goal

- Students lack the motivation to perform above proficient level.
- Students do not have a working knowledge of the Scientific Method and its application.
- Students have not developed skills that address the level of rigor required for reading complex science texts.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for science; summative assessment (science FCAT 2.0)

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FCAT 2.0 data becomes available.

Evidence of Completion:

Increase in student achievement in science per FCAT 2.0 assessment results.

G3. On the 2014 science-content Florida Alternative Assessment, 26% of students will score at or above level 7.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Targeted Barriers to Achieving the Goal

- Students have had limited exposure to scientific thinking and complex problem-solving.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for science; summative assessment (science FAA)

Person or Persons Responsible

Administrative team; ESE team leader

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FAA data becomes available.

Evidence of Completion:

Increase in student achievement in science per FAA assessment results.

G4. On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress. Access to Simple Solutions and Engage NY units of study.

Targeted Barriers to Achieving the Goal

- Students lack the ability to use text-based evidence as the means of providing support for a given position.
- Students lack grammar skills and the knowledge of the correct use of standard English conventions.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for writing; summative assessment (FCAT Writes! assessment)

Person or Persons Responsible

Administrative team, teachers, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative writing becomes available.

Evidence of Completion:

Increase in student achievement in writing per FCAT Writes! assessment results

G5. On the Florida Alternative Assessment (FAA), 76% of students will score a level four or higher in writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Access to Reader's Journey, additional support including Simple Solutions, and teacher-created practice materials.

Targeted Barriers to Achieving the Goal

- Limited levels of cognitive ability.

Plan to Monitor Progress Toward the Goal

Assessment data from three assessment periods

Person or Persons Responsible

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

G6. During the 2013-2014 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Pre-planned events including SAC, PTO, and Science Fair that are scheduled to take place during the 2013-2014 school year.
- School webpage that provides parents with school-related information.
- Pre-planned events including SAC, PTO, and Science Fair that are scheduled to take place during the 2013-2014 school year.
- School webpage that provides parents with school-related information.

Targeted Barriers to Achieving the Goal

- Due to the economy and job obligations, many parents are unable to receive information of the credit requirements of middle school.

Plan to Monitor Progress Toward the Goal

Review sign-in sheets for attendance and monitor progress toward goals

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion:

75% parental attendance goal is met

G7. Average attendance for the 2013-2014 school year will be 94%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Connect Ed calling system to notify parents of absent children; Pinnacle attendance viewer, SARC

Targeted Barriers to Achieving the Goal

- Parents are unaware of the detrimental effects of excessive absences.
- Increase in absences due to over-utilization of the district's pre-arranged absence policy.

Plan to Monitor Progress Toward the Goal

Quarterly decrease in absences for students who have missed an excessive amount of school

Person or Persons Responsible

Guidance/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Overall increase in student attendance

G8. The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Dean resource teacher to contact parents; discipline committee; positive behavior reinforcement activities and support.

Targeted Barriers to Achieving the Goal

- Students with multiple discipline referrals compose a large portion of discipline referrals.
- Some students do not respond as well to negative consequences as they do to positive incentives.
- Students, especially those with multiple discipline referrals, may lack positive role models.

Plan to Monitor Progress Toward the Goal

Quarterly decrease in student discipline referrals

Person or Persons Responsible

Administration, Dean of Students, Discipline Committee

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly decrease in discipline

G9. In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.

Targets Supported

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

Resources Available to Support the Goal

- Engage NY curricular units, Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress, Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading, School-wide reading initiatives - QAR, text marking annotation/marking, UNRAVEL strategy to be used across the curriculum

Targeted Barriers to Achieving the Goal

- Students lack adequate reading comprehension skills.
- Students have limited experience and lack skill in interacting with informational text.
- Students lack the ability to evaluate and comprehend complex text.
- Students do not effectively utilize strategies during reading.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for reading, math, and science.

Person or Persons Responsible

Classroom teachers, L.A. team, Administration, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement across content areas.

G10. In grades 6-8, 51% of students who take the Florida Alternate Assessment will achieve a level 4, 5, or 6 in reading.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)

Resources Available to Support the Goal

- Resources include on- and off-grade level texts, RAZ Kids reading program, My Reading Coach for phonics practice.

Targeted Barriers to Achieving the Goal

- Limited level of cognitive abilities

Plan to Monitor Progress Toward the Goal

Assessment data from three assessment periods

Person or Persons Responsible

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

G11. On 2014 Florida Alternate Assessment, 75% of students will score at or above Level 7.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)

Resources Available to Support the Goal

- Resources include on- and off-grade level texts, RAZ Kids reading program, My Reading Coach for phonics practice.

Targeted Barriers to Achieving the Goal

- Limited level of cognitive abilities

Plan to Monitor Progress Toward the Goal

Quarterly assessment data; summative end-of-year reading data

Person or Persons Responsible

Classroom teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Following end of each assessment period

Evidence of Completion:

Improved student achievement as evidenced by assessment data

G12. Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Engage NY curricular units
- Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress
- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies.
- School-wide reading initiatives - QAR, text marking annotation/marking, UNRAVEL strategy to be used across the curriculum

Targeted Barriers to Achieving the Goal

- Students lack adequate reading comprehension skills.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for reading, math, and science.

Person or Persons Responsible

Administration, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement across content areas.

G13. Based on AMOs, in grades 6-8, 36% of ELL students will make satisfactory progress on the 2014 administration of the FCAT 2.0 math assessment.

Targets Supported

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

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional.

Targeted Barriers to Achieving the Goal

- ELL students lack understanding of English language which leads to comprehension of math instruction delivered in English.

Plan to Monitor Progress Toward the Goal

Progress monitoring (Performance Matters assessments) and summative FCAT 2.0 math assessment

Person or Persons Responsible

Classroom teacher, math coaches, Administrative team

Target Dates or Schedule:

Per assessment period and after end-of-year assessment is provided by FLDOE

Evidence of Completion:

Improved student achievement

G14. Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Resources include on- and off-grade level texts, RAZ Kids reading program, My Reading Coach for phonics practice.

Targeted Barriers to Achieving the Goal

- Students lack fundamental reading skills.
- Students lack stamina for reading rigorous, non-fiction passages.

Plan to Monitor Progress Toward the Goal

Quarterly assessment data; summative end-of-year reading data

Person or Persons Responsible

Classroom teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Following end of each assessment period

Evidence of Completion:

Improved student achievement as evidenced by assessment data

G15. In grades 6-8, 25% of students classified ELL will score at the proficient level on the listening/speaking portion of the 2014 CELLA assessment.

Targets Supported

- Reading (AMO's, CELLA)

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction.

Targeted Barriers to Achieving the Goal

- Availability of listening/speaking bilingual support for students/teachers

Plan to Monitor Progress Toward the Goal

Increasing skill in understanding spoken English and speaking English

Person or Persons Responsible

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and CELLA assessments

G16. In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.

Targets Supported

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

Resources Available to Support the Goal

- Engage NY Units, Cross-curricular units, complex text, novel units, higher-level questioning

Targeted Barriers to Achieving the Goal

- Students do not have necessary critical thinking skills required to increase performance beyond proficient level.
- Students do not effectively incorporate comprehension strategies during reading.

Plan to Monitor Progress Toward the Goal

FAIR assessment data

Person or Persons Responsible

Classroom teacher, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Each of the three assessment periods

Evidence of Completion:

Assessment data at end of each assessment period

G17. In grades 6-8, 25% of students classified ELL will score at the proficient level on the reading portion of the 2014 CELLA assessment.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction.

Targeted Barriers to Achieving the Goal

- ELL students have difficulty comprehending instruction delivered in spoken and written English.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G18. Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.

Targets Supported

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

Resources Available to Support the Goal

- Engage NY curricular units
- Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress
- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies.
- School-wide reading initiatives - QAR, text marking annotation/marking, UNRAVEL strategy to be used across the curriculum

Targeted Barriers to Achieving the Goal

- Students lack adequate reading comprehension skills.
- Students have limited experience and lack skill in interacting with informational text.
- Students lack the ability to evaluate and comprehend complex text.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for reading, math, and science.

Person or Persons Responsible

Administration, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement across content areas.

G19. In grades 6-8, 18% of students classified ELL will score at the proficient level on the writing portion of the 2014 CELLA assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction.

Targeted Barriers to Achieving the Goal

- Availability of writing, bilingual support for students/teachers

Plan to Monitor Progress Toward the Goal

Increasing skill in understanding written English and writing English

Person or Persons Responsible

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and CELLA assessments

G20. In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.

Targets Supported

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

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Targeted Barriers to Achieving the Goal

- Implementation of the CCSS has shown gaps in student learning.
- Students lack the skills to think critically to solve multi-step problems.
- Students lack basic, fundamental math skills.
- Students have not fully developed skills to determine relevant vs. irrelevant information to solve problems.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G21. On 2014 Florida Alternative Assessment (FAA), 90% of students who meet requirements to take assessment will score at a level 4, 5, or 6 on the math portion.

Targets Supported

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

Resources Available to Support the Goal

- Math text books and manipulatives. ESE paraprofessional present at all times in room.

Targeted Barriers to Achieving the Goal

- Students require repetition of mathematical concepts to move learning from short-term to long-term memory.

Plan to Monitor Progress Toward the Goal

Assessment data from three assessment periods

Person or Persons Responsible

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

G22. In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Math text, online resources, manipulatives, additional teacher resources.

Targeted Barriers to Achieving the Goal

- Students do not understand relevance of curriculum as it applies to real world situations.
- Students lack the motivation to perform above proficient level.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 math data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G23. On 2014 Florida Alternative Assessment (FAA), 12% of students who meet requirements to take assessment will score at a level 7 on the math portion.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA)

Resources Available to Support the Goal

- Math texts, manipulatives, teacher-provided resources

Targeted Barriers to Achieving the Goal

- Students require repetition of more complex mathematical concepts to move learning from short-term to long-term memory.

Plan to Monitor Progress Toward the Goal

Assessment data from three assessment periods

Person or Persons Responsible

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

G24. In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

Targets Supported

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

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Targeted Barriers to Achieving the Goal

- Students lack the skills to think critically to solve multi-step math problems.
- Implementation of CCSS in math has shown gaps in student learning.
- Students lack basic, fundamental math skills.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G25. In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

Targets Supported

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

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Targeted Barriers to Achieving the Goal

- Implementation of the CCSS has shown gaps in student learning.
- Students lack the skills to think critically to solve multi-step problems.
- Students lack vocabulary background knowledge and adequate problem-solving skills.
- Students in classes are at varying levels of proficiency.
- Students lack basic, fundamental math skills.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G26. On the 2014 Florida Alternate Assessment, 63% of students will demonstrate a learning gain.

Targets Supported

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

Resources Available to Support the Goal

- Math text books and manipulatives. ESE paraprofessional present at all times in room.

Targeted Barriers to Achieving the Goal

- Students require repetition of mathematical concepts to move learning from short-term to long-term memory.

Plan to Monitor Progress Toward the Goal

Assessment data from three assessment periods

Person or Persons Responsible

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

G27. In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marketing, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Targeted Barriers to Achieving the Goal

- Students lack vocabulary background knowledge and adequate problem-solving skills.
- Students lack basic, fundamental math skills.
- Implementation of the CCSS has shown gaps in student learning.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G28. Based on targeted AMOs, 36% of students classified as ELL will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction in order to increase English language fluency.

Targeted Barriers to Achieving the Goal

- ELL students have difficulty comprehending instruction delivered in spoken and written English.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G29. Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Targeted Barriers to Achieving the Goal

- Implementation of the CCSS has shown gaps in student learning.
- Students in classes are at varying levels of proficiency.
- Students lack basic, fundamental math skills.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

G30. 100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

Targets Supported

- Math (Elementary and Middle School, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Math text books, teacher-created resources, and manipulatives.

Targeted Barriers to Achieving the Goal

- Students lack the motivation to perform above proficient level.
- Students lack vocabulary background knowledge and adequate problem-solving skills.
- Students have not developed adequate skills for reading word problems thoroughly.
- Students have not developed skills that address the level of rigor required for independent reading.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative Algebra I EOC math data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per Algebra I EOC math assessment results.

G31. 74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.

Targets Supported

- Math (Elementary and Middle School, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Math text books, teacher-created resources, and manipulatives.
- Math text books, teacher-created resources, and manipulatives.

Targeted Barriers to Achieving the Goal

- Students have not developed adequate skills for reading word problems thoroughly.
- Students have not developed skills that address the level of rigor required for independent reading.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for math

Person or Persons Responsible

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative Algebra I EOC math data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per Algebra I EOC math assessment results.

G32. On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Targeted Barriers to Achieving the Goal

- Students lack the skills needed to access prior knowledge of scientific information, vocabulary, terms, and concepts.
- Students are not exposed to high-stakes science testing preparation in 6th and 7th grades.
- The text complexity level of middle grades science content is difficult for average and lower level reading students.

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments for science; summative assessment (science FCAT 2.0)

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FCAT 2.0 data becomes available.

Evidence of Completion:

Increase in student achievement in science per FCAT 2.0 assessment results.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2014 science-content Florida Alternative Assessment, 76% of students will score at levels 4, 5, or 6

G1.B1 Students have had limited exposure to scientific thinking and complex problem-solving.

G1.B1.S1 Consistent, daily exposure to science Access Points content.

Action Step 1

Students will be exposed to progressive more complex scientific thinking as provided by Science Access Points.

Person or Persons Responsible

Teachers, ESE team leader

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Administrative team; ESE team leader

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom assessments; progress monitoring assessments

Person or Persons Responsible

Teachers; ESE team leader

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative science assessments

G2. On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.

G2.B1 Students lack the motivation to perform above proficient level.

G2.B1.S1 Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

Action Step 1

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person or Persons Responsible

Teachers, students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G2.B1.S1

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative science assessments

G2.B2 Students do not have a working knowledge of the Scientific Method and its application.

G2.B2.S1 Common morning planning will allow teachers collaborate and create curriculum maps that include common pacing, common assessments, common grading policies that are aligned to both NGSSS and CCSS.

Action Step 1

Teachers will collaborate to create multiple opportunities for instruction on and practice of the steps of the Scientific Method and its application.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G2.B2.S1

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative science assessments

G2.B3 Students have not developed skills that address the level of rigor required for reading complex science texts.

G2.B3.S1 Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice.

Action Step 1

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person or Persons Responsible

Teachers, students

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations.

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G2.B3.S1

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative science assessments

G3. On the 2014 science-content Florida Alternative Assessment, 26% of students will score at or above level 7.

G3.B1 Students have had limited exposure to scientific thinking and complex problem-solving.

G3.B1.S1 Students have had limited exposure to scientific thinking and complex problem-solving.

Action Step 1

Students will be exposed to progressively complex scientific thinking and enhancement activities as guided by Science Access Points.

Person or Persons Responsible

Teachers, ESE team leader

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Administrative team; ESE team leader

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G3.B1.S1

Classroom assessments; progress monitoring assessments

Person or Persons Responsible

Teachers; ESE team leader

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative science assessments

G4. On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.

G4.B1 Students lack the ability to use text-based evidence as the means of providing support for a given position.

G4.B1.S1 Student will be provided with frequent opportunities to write to topics that require text-based evidence.

Action Step 1

Writing instruction will include the explicit instruction on and frequent practice of writing in response to text that requires text-based evidence be provided.

Person or Persons Responsible

Teachers, LCRT

Target Dates or Schedule

Daily

Evidence of Completion

Student products; lesson plans; classroom observations

Facilitator:

LCRT, administration

Participants:

All HGMS teachers

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

Attend common morning planning to monitor writing samples and data, discuss strategies, and share ideas for increasing student achievement in writing.

Person or Persons Responsible

Language Arts teachers; LCRT

Target Dates or Schedule

Twice Weekly

Evidence of Completion

Sign-in sheet; agenda

Plan to Monitor Effectiveness of G4.B1.S1

Classroom assessments, writing progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, LCRT, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G4.B2 Students lack grammar skills and the knowledge of the correct use of standard English conventions.

G4.B2.S1 Teachers will provide explicit instruction and practice opportunities based on Simple Solutions curriculum.

Action Step 1

All content areas will require students to use complete sentences in every response and will assess for grammatical and spelling errors.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student samples, lesson plans, classroom observations

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

FCAT Writes! assessment

Person or Persons Responsible

Language Arts teachers; LCRT

Target Dates or Schedule

Twice Weekly

Evidence of Completion

Sign-in sheet; agenda

Plan to Monitor Effectiveness of G4.B2.S1

Classroom assessments, writing progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, LCRT, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G5. On the Florida Alternative Assessment (FAA), 76% of students will score a level four or higher in writing.

G5.B1 Limited levels of cognitive ability.

G5.B1.S1 Scaffold writing instruction to increase complexity by using resources and research-based strategies.

Action Step 1

Students will be tested at the beginning of the year to gather baseline writing data on ability and then progress-monitored as the year progresses and complexity level of instruction as assignments increase.

Person or Persons Responsible

Teacher, ESE content area leader

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data including classroom-level assessments and standardized assessments

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

Lesson plans, assessment data

Person or Persons Responsible

ESE department leader, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of G5.B1.S1

Classroom observations, assessment data

Person or Persons Responsible

Administration, ESE department leader

Target Dates or Schedule

Throughout 2013-2014 school year with special emphasis at end of each of the three assessment periods

Evidence of Completion

Progress on FAA writing assessment based on previous year's data

G6. During the 2013-2014 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.

G6.B1 Due to the economy and job obligations, many parents are unable to receive information of the credit requirements of middle school.

G6.B1.S1 Schedule events throughout the year for parents to attend that provide information about their child's academic requirements.

Action Step 1

Schedule events including orientation, Title 1 meetings, Advanced Academic meetings, high school scheduling, 6th grade orientation in the spring.

Person or Persons Responsible

HGMS Faculty and Staff

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Sign-in sheets

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

Meeting attendance and support

Person or Persons Responsible

Administration, Guidance, Instructional staff

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Observation, attendance, sign-in sheets

Plan to Monitor Effectiveness of G6.B1.S1

Parental Feedback

Person or Persons Responsible

Parents, Administrative Team

Target Dates or Schedule

Per meeting

Evidence of Completion

E-mails, conversations, written documentation

G7. Average attendance for the 2013-2014 school year will be 94%.

G7.B1 Parents are unaware of the detrimental effects of excessive absences.

G7.B1.S1 Contact parents of students who have excessive absences.

Action Step 1

Contact parents of students with an excessive amount of absences to inform them of policy for student absences.

Person or Persons Responsible

Administration, Guidance

Target Dates or Schedule

As needed

Evidence of Completion

Attendance and parent communication records

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

Review attendance records and parent communication logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Discussion of progress with Guidance

Plan to Monitor Effectiveness of G7.B1.S1

Review and track attendance of excessively absent students

Person or Persons Responsible

Guidance/Administration

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Students required to attend SARC meetings

G7.B2 Increase in absences due to over-utilization of the district's pre-arranged absence policy.

G7.B2.S1 Guidance counselor will discuss the urgency of individual absences with the student.

Action Step 1

Guidance counselor will make parent contact regarding frequent or excessively long pre-arranged absences.

Person or Persons Responsible

Guidance

Target Dates or Schedule

As needed

Evidence of Completion

Pre-arranged absence forms; parent contact log

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

Contact parents of students with an excessive amount or lengthy pre-arranged absences to inform them of policy for student absences.

Person or Persons Responsible

Guidance/Administration

Target Dates or Schedule

As needed

Evidence of Completion

Attendance and parent communication records

Plan to Monitor Effectiveness of G7.B2.S1

Review and track attendance of students who have requested a pre-arranged absence

Person or Persons Responsible

Guidance/Administration

Target Dates or Schedule

As needed

Evidence of Completion

Attendance records

G8. The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.

G8.B1 Students with multiple discipline referrals compose a large portion of discipline referrals.

G8.B1.S1 Discipline committee will meet to discuss data and preventative measures to decrease the number of students receiving referrals, particularly those with multiple discipline referrals.

Action Step 1

Meetings of the discipline committee to discuss data and preventative measures for limiting discipline referrals.

Person or Persons Responsible

Discipline committee

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline data, sign-in sheet

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

Monthly review/analysis of discipline data

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Data tracking on discipline

Plan to Monitor Effectiveness of G8.B1.S1

Monitor discipline for decreases

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline records

G8.B2 Some students do not respond as well to negative consequences as they do to positive incentives.

G8.B2.S1 Compare discipline data throughout the year.

Action Step 1

Meetings of the discipline committee to discuss data and positive/negative behavior reinforcements

Person or Persons Responsible

Discipline committee

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline data, sign-in sheet

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

Monthly review/analysis of discipline data

Person or Persons Responsible

Administrative team; Dean of Students; Discipline committee

Target Dates or Schedule

Monthly

Evidence of Completion

Data tracking on discipline

Plan to Monitor Effectiveness of G8.B2.S1

Monitor discipline for decreases

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline records

G8.B3 Students, especially those with multiple discipline referrals, may lack positive role models.

G8.B3.S1 Monitor individual discipline reports.

Action Step 1

Meet to monitor the discipline reports of students with multiple discipline referrals

Person or Persons Responsible

Dean of Students; Administration

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide discipline report

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

Monthly review/analysis of discipline data

Person or Persons Responsible

Administrative team; Dean of Students; Discipline committee

Target Dates or Schedule

Monthly

Evidence of Completion

Data tracking on discipline

Plan to Monitor Effectiveness of G8.B3.S1

Monitor discipline for decreases

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline records

G9. In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.

G9.B1 Students lack adequate reading comprehension skills.

G9.B1.S1 Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step 1

QAR, UNRAVEL, text-marking/annotation

Person or Persons Responsible

Administration, instructional coach, teachers, students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations, student work, monitor lesson plans, increased student achievement.

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

QAR, UNRAVEL, text marking and annotation

Person or Persons Responsible

Administration/LCRT

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence in lesson plans, observed in classroom visits, seen in student work.

Plan to Monitor Effectiveness of G9.B1.S1

Classroom assessment, FAIR assessment

Person or Persons Responsible

Teachers, L.A. Team, LCRT, Administrative team

Target Dates or Schedule

Monthly, quarterly

Evidence of Completion

Improvement in assessment scores

G9.B1.S2 Continue to use QAR, UNRAVEL, and text-marking/annotation across content areas.

Action Step 1

Students will consistently use QAR, UNRAVEL, and text-marking/annotation across content areas

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations

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

Lesson plans, classroom observations

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Plan completion; instruction matches plans

Plan to Monitor Effectiveness of G9.B1.S2

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule

Weekly; at end of each assessment period

Evidence of Completion

Evidence of increased student achievement on formative and summative assessments

G9.B2 Students have limited experience and lack skill in interacting with informational text.

G9.B2.S1 Teachers will bring in additional text-based resources, such as articles, to support instruction.

Action Step 1

Student interaction with content-related related article of higher-level complexity

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations

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

Student interaction with content-related related article of higher-level complexity

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of G9.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

G9.B3 Students lack the ability to evaluate and comprehend complex text.

G9.B3.S1 Students will be provided with and receive explicit instruction regarding the evaluation and comprehension of complex text through the close read strategy.

Action Step 1

Instruction in close reading strategy

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Quarterly through Engage NY Units

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, fidelity of instruction

Plan to Monitor Effectiveness of G9.B3.S1

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule

Weekly; at end of each assessment period

Evidence of Completion

Evidence of increased student achievement on formative and summative assessments

G10. In grades 6-8, 51% of students who take the Florida Alternate Assessment will achieve a level 4, 5, or 6 in reading.

G10.B1 Limited level of cognitive abilities

G10.B1.S1 Scaffold instruction to increase complexity by using technology and research-based strategies.

Action Step 1

Students will be tested at the beginning of the year to gather baseline data on ability and then progress monitored as the year progresses.

Person or Persons Responsible

Teacher, ESE content area leader

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data including classroom-level assessments and standardized assessments

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

Lesson plans, assessment data

Person or Persons Responsible

ESE department leader, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of G10.B1.S1

Classroom observations, assessment data

Person or Persons Responsible

Administration, ESE department leader

Target Dates or Schedule

Throughout 2013-2014 school year with special emphasis at end of each of the three assessment periods

Evidence of Completion

Completed lesson plans; instruction that matches planning

G11. On 2014 Florida Alternate Assessment, 75% of students will score at or above Level 7.

G11.B1 Limited level of cognitive abilities

G11.B1.S1 Scaffold instruction to increase complexity by using technology and research-based strategies, including texts of increasing complexity.

Action Step 1

Students will be tested at the beginning of the year to gather baseline data on ability and then progress monitored as the year progresses.

Person or Persons Responsible

Teacher, ESE content area leader, Administration

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Assessment data including classroom-level assessments and standardized assessments

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

Monitor lesson plans; make certain that plans and classroom instruction match by observation

Person or Persons Responsible

ESE team leader, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan completion/observation

Plan to Monitor Effectiveness of G11.B1.S1

Classroom observation and assessment

Person or Persons Responsible

Classroom teacher, ESE team leader, administrative team

Target Dates or Schedule

Following formative and summative assessments

Evidence of Completion

Assessment data

G12. Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

G12.B1 Students lack adequate reading comprehension skills.

G12.B1.S1 Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step 1

QAR, UNRAVEL, text-marking/annotation

Person or Persons Responsible

Administration, instructional coach, teachers, students

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations, student work, monitor lesson plans, increased student achievement.

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

QAR, UNRAVEL, text marking and annotation

Person or Persons Responsible

Administration/LCRT

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence in lesson plans, observed in classroom visits, seen in student work.

Plan to Monitor Effectiveness of G12.B1.S1

Lesson plans; classroom observations

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observed progress in student achievement

G12.B1.S2 Continue to use QAR, UNRAVEL, and text-marking/annotation across content areas.

Action Step 1

Explicit, repeated, school-wide instruction of QAR, UNRAVEL, and text-marking/annotation

Person or Persons Responsible

All HGMS teachers

Target Dates or Schedule

First three weeks of school for all Language Arts teachers. Staggered implementation in other content areas as determined by faculty in pre-week meetings.

Evidence of Completion

Classroom observation by administration/LCRT

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

Classroom observation

Person or Persons Responsible

Administrative team, LCRT

Target Dates or Schedule

Heavy observations weeks 1-3, follow-up observations throughout year

Evidence of Completion

Processes are regularly and consistently utilized in all classrooms

Plan to Monitor Effectiveness of G12.B1.S2

FAIR (progress monitoring) assessments 3-times yearly

Person or Persons Responsible

L.A. team, LCRT, administrative team

Target Dates or Schedule

At end of each assessment period

Evidence of Completion

FAIR data

G13. Based on AMOs, in grades 6-8, 36% of ELL students will make satisfactory progress on the 2014 administration of the FCAT 2.0 math assessment.

G13.B1 ELL students lack understanding of English language which leads to comprehension of math instruction delivered in English.

G13.B1.S1 My Reading Coach reading instruction, Read 180 reading curriculum, Rosetta Stone English language learning program, and invention by ELL paraprofessional will be utilized to increase student fluency in English.

Action Step 1

Students will practice English language learning in language arts classes and apply knowledge in math class.

Person or Persons Responsible

Students, classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Classroom observations

Person or Persons Responsible

Classroom teachers, math coaches, administrative team

Target Dates or Schedule

daily

Evidence of Completion

Improved progress in math comprehension

Plan to Monitor Effectiveness of G13.B1.S1

Unit tests, progress monitoring assessments

Person or Persons Responsible

Classroom teacher, math coaches, Administrative team

Target Dates or Schedule

per unit, per assesment period

Evidence of Completion

Improvement in student math achievement on formative/summative assessments

G14. Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

G14.B1 Students lack fundamental reading skills.

G14.B1.S1 Address specific weaknesses in phonemic awareness, phonics, vocabulary, and fluency.

Action Step 1

Use research-based reading programs including My Reading Coach, and Read 180

Person or Persons Responsible

Classroom teachers, LCRT

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Monitor lesson plans; make certain that plans and classroom instruction match by observation

Person or Persons Responsible

ESE team leader, LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan completion/observation

Plan to Monitor Effectiveness of G14.B1.S1

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule

Weekly; at end of each assessment period

Evidence of Completion

Evidence of increased student achievement on formative and summative assessments

G14.B2 Students lack stamina for reading rigorous, non-fiction passages.

G14.B2.S1 Gradually increase stamina through increasing classroom text length and complexity.

Action Step 1

Continue to introduce text that is of increase length and complexity

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

As needed based on growth

Evidence of Completion

Lesson plans; classroom observation

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Lesson plans, assessment data

Person or Persons Responsible

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress on assessment pieces which include text of increasing length and complexity

Plan to Monitor Effectiveness of G14.B2.S1

Classroom observations, assessment data

Person or Persons Responsible

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule

Throughout 2013-2014 school year with special emphasis at end of each of the three assessment periods

Evidence of Completion

Assessment data at end of each assessment period

G15. In grades 6-8, 25% of students classified ELL will score at the proficient level on the listening/speaking portion of the 2014 CELLA assessment.

G15.B1 Availability of listening/speaking bilingual support for students/teachers

G15.B1.S1 Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible

ELL paraprofessional

Target Dates or Schedule

Weekly

Evidence of Completion

Observations

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

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible

Administrative team, classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monitor student progress

Plan to Monitor Effectiveness of G15.B1.S1

Classroom observation of students speaking/listening in English

Person or Persons Responsible

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Observed increase in speaking/listening abilities of ELL student

G16. In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.

G16.B1 Students do not have necessary critical thinking skills required to increase performance beyond proficient level.

G16.B1.S1 Students will be exposed to a variety of high-level texts and practice higher-level and critical thinking skills through a carefully scaffolded, research-based process.

Action Step 1

Students will work through three Engage NY Units that are scaffolded to increase critical thinking skills

Person or Persons Responsible

Language Arts department, individual teachers, LCRT

Target Dates or Schedule

One each during the first 3 grading quarters of the year

Evidence of Completion

Unit-based assessment, progress monitoring data (FAIR)

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

Monitor lesson plans; make certain that plans and classroom instruction match by observation

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Throughout presentation of units

Evidence of Completion

Lesson plan completion/observation

Plan to Monitor Effectiveness of G16.B1.S1

Classroom observation and assessment, FAIR, FCAT

Person or Persons Responsible

Classroom teacher, LCRT, administrative team

Target Dates or Schedule

Throughout unit presentations

Evidence of Completion

Formative (FAIR, classroom assessment), and summative (FCAT 2.0) data

G16.B2 Students do not effectively incorporate comprehension strategies during reading.

G16.B2.S1 Explicit, repeated, cross-curricular instruction in QAR, UNRAVEL, and text-marking/annotation

Action Step 1

Explicit, repeated, school-wide instruction of QAR, UNRAVEL, and text-marking/annotation

Person or Persons Responsible

All HGMS teachers

Target Dates or Schedule

First three weeks of school for all Language Arts teachers. Staggered implementation in other content areas as determined by faculty in pre-week meetings.

Evidence of Completion

Classroom observation by administration/LCRT

Plan to Monitor Fidelity of Implementation of G16.B2.S1

Classroom observation

Person or Persons Responsible

Administrative team, LCRT

Target Dates or Schedule

Heavy observations weeks 1-3, follow-up observations throughout year

Evidence of Completion

Processes are regularly and consistently utilized in all classrooms

Plan to Monitor Effectiveness of G16.B2.S1

FAIR (progress monitoring) assessments 3-times yearly

Person or Persons Responsible

L.A. team, LCRT, administrative team

Target Dates or Schedule

At end of each assessment period

Evidence of Completion

FAIR data

G17. In grades 6-8, 25% of students classified ELL will score at the proficient level on the reading portion of the 2014 CELLA assessment.

G17.B1 ELL students have difficulty comprehending instruction delivered in spoken and written English.

G17.B1.S1 Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible

ELL paraprofessional

Target Dates or Schedule

Weekly

Evidence of Completion

Observations

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

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible

Administrative team, classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monitoring of student progress

Plan to Monitor Effectiveness of G17.B1.S1

Classroom observation of students speaking/listening in English

Person or Persons Responsible

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Observed increase in speaking/listening abilities of ELL student

G18. Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.

G18.B1 Students lack adequate reading comprehension skills.

G18.B1.S1 Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step 1

QAR, UNRAVEL, text-marking/annotation

Person or Persons Responsible

Administration, instructional coach, teachers, students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations, student work, monitor lesson plans, increased student achievement.

Facilitator:

LCRT

Participants:

Selected teachers who have not attended these PDs in the past; teachers who would like a "refresher" course.

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

QAR, UNRAVEL, text marking and annotation

Person or Persons Responsible

Administration/LCRT

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence in lesson plans, observed in classroom visits, seen in student work.

Plan to Monitor Effectiveness of G18.B1.S1

Lesson plans; classroom observations

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observed progress in student achievement

G18.B1.S2 Continue to use QAR, UNRAVEL, and text-marking/annotation across content areas.

Action Step 1

Explicit, repeated, school-wide instruction of QAR, UNRAVEL, and text-marking/annotation

Person or Persons Responsible

All HGMS teachers

Target Dates or Schedule

First three weeks of school for all Language Arts teachers. Staggered implementation in other content areas as determined by faculty in pre-week meetings.

Evidence of Completion

Classroom observation by administration/LCRT

Plan to Monitor Fidelity of Implementation of G18.B1.S2

Classroom observation

Person or Persons Responsible

Administrative team, LCRT

Target Dates or Schedule

Heavy observations weeks 1-3, follow-up observations throughout year

Evidence of Completion

Processes are regularly and consistently utilized in all classrooms

Plan to Monitor Effectiveness of G18.B1.S2

FAIR (progress monitoring) assessments 3-times yearly

Person or Persons Responsible

L.A. team, LCRT, administrative team

Target Dates or Schedule

At end of each assessment period

Evidence of Completion

FAIR data

G18.B2 Students have limited experience and lack skill in interacting with informational text.

G18.B2.S1 Teachers will bring in additional text-based resources, such as articles, to support instruction.

Action Step 1

Student interaction with content-related related article of higher-level complexity

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G18.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G18.B2.S1

Classroom assessments, FAIR

Person or Persons Responsible

Classroom teachers, LCRT, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G18.B3 Students lack the ability to evaluate and comprehend complex text.

G18.B3.S1 Students will be provided with and receive explicit instruction regarding the evaluation and comprehension of complex text through the close read strategy.

Action Step 1

Instruction in close reading strategy

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Quarterly through Engage NY Units

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G18.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, fidelity of instruction

Plan to Monitor Effectiveness of G18.B3.S1

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule

Weekly; at end of each assessment period

Evidence of Completion

Evidence of increased student achievement on formative and summative assessments

G19. In grades 6-8, 18% of students classified ELL will score at the proficient level on the writing portion of the 2014 CELLA assessment.

G19.B1 Availability of writing, bilingual support for students/teachers

G19.B1.S1 Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible

ELL paraprofessional

Target Dates or Schedule

Weekly

Evidence of Completion

Observations

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

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible

Administrative team, classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monitor student progress through progressive student writing samples

Plan to Monitor Effectiveness of G19.B1.S1

Classroom observation and writing samples of students writing in English

Person or Persons Responsible

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Observed increase in writing abilities of ELL students

G20. In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.

G20.B1 Implementation of the CCSS has shown gaps in student learning.

G20.B1.S1 Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible

All math teachers and math coaches

Target Dates or Schedule

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion

Sign-in sheet and agenda

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G20.B1.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G20.B2 Students lack the skills to think critically to solve multi-step problems.

G20.B2.S1 Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible

Math teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G20.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G20.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G20.B3 Students lack basic, fundamental math skills.

G20.B3.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible

Math teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Facilitator:

Math Coaches

Participants:

Math teachers; other content-area teachers as needed

Plan to Monitor Fidelity of Implementation of G20.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G20.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G20.B4 Students have not fully developed skills to determine relevant vs. irrelevant information to solve problems.

G20.B4.S1 Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible

Classroom teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G20.B4.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G20.B4.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G21. On 2014 Florida Alternative Assessment (FAA), 90% of students who meet requirements to take assessment will score at a level 4, 5, or 6 on the math portion.

G21.B1 Students require repetition of mathematical concepts to move learning from short-term to long-term memory.

G21.B1.S1 Model instruction having hands-on examples using manipulatives and technology to develop understanding of mathematical concepts.

Action Step 1

Provide daily explicit instruction using hands-on activities, including manipulatives.

Person or Persons Responsible

Classroom teacher; math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans, assessment data

Person or Persons Responsible

ESE department leader, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of G21.B1.S1

Classroom observations, assessment data

Person or Persons Responsible

Administration, ESE department leader

Target Dates or Schedule

Weekly

Evidence of Completion

Completed lesson plans; instruction that matches planning

G22. In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.

G22.B1 Students do not understand relevance of curriculum as it applies to real world situations.

G22.B1.S1 Include "real world" problems and experiences in the curriculum.

Action Step 1

Provide students with and have students create problems based on the curriculum that have real-world relevance and applications.

Person or Persons Responsible

Classroom teachers, students, math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Classroom teachers, Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans. Student-created products and samples.

Plan to Monitor Effectiveness of G22.B1.S1

Classroom observation and assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G22.B2 Students lack the motivation to perform above proficient level.

G22.B2.S1 Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

Action Step 1

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person or Persons Responsible

Teachers, students, coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G22.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G22.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G23. On 2014 Florida Alternative Assessment (FAA), 12% of students who meet requirements to take assessment will score at a level 7 on the math portion.

G23.B1 Students require repetition of more complex mathematical concepts to move learning from short-term to long-term memory.

G23.B1.S1 Provide small group learning opportunities and use of hands-on manipulatives and technology to promote increased learning.

Action Step 1

In differentiated small groups, develop understanding of math concepts through the of manipulatives, hands-on problem solving, and technology.

Person or Persons Responsible

Teachers, students, paraprofessional

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans, assessment data

Person or Persons Responsible

ESE department leader, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of G23.B1.S1

Classroom observations, assessment data

Person or Persons Responsible

Administration, ESE department leader

Target Dates or Schedule

Weekly

Evidence of Completion

Completed lesson plans; instruction that matches planning

G24. In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

G24.B1 Students lack the skills to think critically to solve multi-step math problems.

G24.B1.S1 Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible

Math teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G24.B1.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G24.B2 Implementation of CCSS in math has shown gaps in student learning.

G24.B2.S1 Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible

All math teachers and math coaches

Target Dates or Schedule

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion

Sign-in sheet, agenda

Plan to Monitor Fidelity of Implementation of G24.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G24.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G24.B3 Students lack basic, fundamental math skills.

G24.B3.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible

Math teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G24.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G24.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Lesson plans; classroom observations

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom observations

G25. In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

G25.B1 Implementation of the CCSS has shown gaps in student learning.

G25.B1.S1 Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible

All math teachers and math coaches

Target Dates or Schedule

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion

Sign-in sheet and agenda

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G25.B1.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G25.B2 Students lack the skills to think critically to solve multi-step problems.

G25.B2.S1 Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible

Math teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G25.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G25.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G25.B3 Students lack vocabulary background knowledge and adequate problem-solving skills.

G25.B3.S1 Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible

Classroom teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G25.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G25.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G25.B4 Students in classes are at varying levels of proficiency.

G25.B4.S1 Utilize collaborative small groups for remediation of specific skills.

Action Step 1

Provide remediation and enhancement through the use of homogeneous and heterogeneous small groups.

Person or Persons Responsible

Teachers, math coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G25.B4.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G25.B4.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G25.B5 Students lack basic, fundamental math skills.

G25.B5.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible

Math teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G25.B5.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G25.B5.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G26. On the 2014 Florida Alternate Assessment, 63% of students will demonstrate a learning gain.

G26.B1 Students require repetition of mathematical concepts to move learning from short-term to long-term memory.

G26.B1.S1 Model instruction having hands-on examples using manipulatives and technology to develop understanding of mathematical concepts.

Action Step 1

Provide daily explicit instruction using hands-on activities, including manipulatives.

Person or Persons Responsible

Classroom teacher; math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

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

Lesson plans, assessment data

Person or Persons Responsible

ESE department leader, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of G26.B1.S1

Classroom observations, assessment data

Person or Persons Responsible

Administration, ESE department leader

Target Dates or Schedule

Weekly

Evidence of Completion

Completed lesson plans; instruction that matches planning

G27. In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.

G27.B1 Students lack vocabulary background knowledge and adequate problem-solving skills.

G27.B1.S1 Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible

Classroom teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G27.B1.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G27.B2 Students lack basic, fundamental math skills.

G27.B2.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible

Math teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G27.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G27.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G27.B3 Implementation of the CCSS has shown gaps in student learning.

G27.B3.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible

Math teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G27.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G27.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G28. Based on targeted AMOs, 36% of students classified as ELL will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

G28.B1 ELL students have difficulty comprehending instruction delivered in spoken and written English.

G28.B1.S1 Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible

ELL paraprofessional

Target Dates or Schedule

Weekly

Evidence of Completion

Observations

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

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible

Administrative team, classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monitoring of student progress

Plan to Monitor Effectiveness of G28.B1.S1

Classroom observation of students speaking/listening in English

Person or Persons Responsible

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Observed increase in speaking/listening abilities of ELL student

G29. Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

G29.B1 Implementation of the CCSS has shown gaps in student learning.

G29.B1.S1 Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible

All math teachers and math coaches

Target Dates or Schedule

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion

Sign-in sheet and agenda

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G29.B1.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G29.B2 Students in classes are at varying levels of proficiency.

G29.B2.S1 Utilize collaborative small groups for remediation of specific skills.

Action Step 1

Provide remediation and enhancement through the use of homogeneous and heterogeneous small groups.

Person or Persons Responsible

Teachers, math coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G29.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G29.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G29.B3 Students lack basic, fundamental math skills.

G29.B3.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible

Math teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G29.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G29.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G30. 100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

G30.B1 Students lack the motivation to perform above proficient level.

G30.B1.S1 Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

Action Step 1

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person or Persons Responsible

Teachers, students, coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

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

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G30.B1.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G30.B2 Students lack vocabulary background knowledge and adequate problem-solving skills.

G30.B2.S1 Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible

Classroom teachers and math coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G30.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G30.B2.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G30.B3 Students have not developed adequate skills for reading word problems thoroughly.

G30.B3.S1 Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible

Math teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G30.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G30.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G30.B4 Students have not developed skills that address the level of rigor required for independent reading.

G30.B4.S1 Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice of math content.

Action Step 1

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person or Persons Responsible

Teachers, students, and math coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations.

Facilitator:

Math coaches

Participants:

Math teachers; other content-area teachers as needed

Plan to Monitor Fidelity of Implementation of G30.B4.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G30.B4.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G31. 74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.

G31.B3 Students have not developed adequate skills for reading word problems thoroughly.

G31.B3.S1 Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible

Math teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G31.B3.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G31.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G31.B4 Students have not developed skills that address the level of rigor required for independent reading.

G31.B4.S1 Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice.

Action Step 1

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person or Persons Responsible

Teachers, students, and math coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of G31.B4.S1

Lesson plans; classroom observations

Person or Persons Responsible

Math coaches; administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G31.B4.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

G32. On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

G32.B1 Students lack the skills needed to access prior knowledge of scientific information, vocabulary, terms, and concepts.

G32.B1.S1 Common morning planning will allow teachers collaborate and create curriculum maps that include common pacing, common assessments, common grading policies that are aligned to both NGSSS and CCSS.

Action Step 1

Teachers will create a common curriculum map for each grade level.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Weekly during CMP every Tuesday and Thursday

Evidence of Completion

Curriculum map, evidence of map use in lesson plans

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

Lesson plans; classroom observations

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G32.B1.S1

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative science assessments

G32.B2 Students are not exposed to high-stakes science testing preparation in 6th and 7th grades.

G32.B2.S1 Help prepare 6th and 7th grade science students by providing them with practice questions and assessments that reflect the science benchmarks.

Action Step 1

Incorporate benchmark questions and assessments into lesson plans with regularity.

Person or Persons Responsible

Teachers, curriculum leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom observations

Facilitator:

Science Team Leader

Participants:

Science teachers; other content-area teachers as needed

Plan to Monitor Fidelity of Implementation of G32.B2.S1

Lesson plans; classroom observations

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of G32.B2.S1

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, curriculum leadership, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments.

G32.B3 The text complexity level of middle grades science content is difficult for average and lower level reading students.

G32.B3.S1 Students will consistently use QAR, UNRAVEL, and text-marking/annotation in the science-content classroom.

Action Step 1

Demonstrate and consistently practice comprehending text using QAR, UNRAVEL, and text-marking/annotation.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G32.B3.S1

Lesson plans, classroom observations

Person or Persons Responsible

LCRT, Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Plan completion; instruction matches plans

Plan to Monitor Effectiveness of G32.B3.S1

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible

Classroom teachers, Administrative team

Target Dates or Schedule

Weekly and at end of each assessment period

Evidence of Completion

Student improvement on formative and summative assessments

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 C - Migrant: Provides services to migrant students (Pre-K through 12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health and guidance services to them. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D - Provides services to children who are delinquent or neglected

Title II, Part A - Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title II Part D - Enhancing Education Through Technology (EETT) supports technology professional development

Title III - Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies and parent involvement/education.

Title X - Homeless - Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social service referrals) for students identified as homeless, under the McKinney-Vento Act, which eliminates barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - SAI finds will provide summer school for level one readers

Violence Prevention Programs - The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. Provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug-free and violence-free lifestyles.

Nutrition Programs - HGMS participates in the federal free/reduced lunch program and the Free Breakfast for All program.

Career and Technical Education - Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged, and disabled students in grades 7-12. Title VI provides funding for the district Career Academy, professional development for teachers, and activities to increase student achievement.

Job Training - A partnership with Junior Achievement will provide students with a job-skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Title IV - provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug-free and violence-free lifestyles.

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.

G4. On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.

G4.B1 Students lack the ability to use text-based evidence as the means of providing support for a given position.

G4.B1.S1 Student will be provided with frequent opportunities to write to topics that require text-based evidence.

PD Opportunity 1

Writing instruction will include the explicit instruction on and frequent practice of writing in response to text that requires text-based evidence be provided.

Facilitator

LCRT, administration

Participants

All HGMS teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student products; lesson plans; classroom observations

G18. Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.

G18.B1 Students lack adequate reading comprehension skills.

G18.B1.S1 Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

PD Opportunity 1

QAR, UNRAVEL, text-marking/annotation

Facilitator

LCRT

Participants

Selected teachers who have not attended these PDs in the past; teachers who would like a "refresher" course.

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations, student work, monitor lesson plans, increased student achievement.

G20. In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.

G20.B3 Students lack basic, fundamental math skills.

G20.B3.S1 Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

PD Opportunity 1

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Facilitator

Math Coaches

Participants

Math teachers; other content-area teachers as needed

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations

G30. 100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

G30.B4 Students have not developed skills that address the level of rigor required for independent reading.

G30.B4.S1 Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice of math content.

PD Opportunity 1

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Facilitator

Math coaches

Participants

Math teachers; other content-area teachers as needed

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom observations.

G32. On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

G32.B2 Students are not exposed to high-stakes science testing preparation in 6th and 7th grades.

G32.B2.S1 Help prepare 6th and 7th grade science students by providing them with practice questions and assessments that reflect the science benchmarks.

PD Opportunity 1

Incorporate benchmark questions and assessments into lesson plans with regularity.

Facilitator

Science Team Leader

Participants

Science teachers; other content-area teachers as needed

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom observations

Appendix 2: Budget to Support School Improvement Goals