

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Miami Arts Charter  
3900 BISCAYNE BLVD  
Miami, FL 33137  
305-763-6257

### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 21%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 76%

### School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> B
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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Miami Arts Charter

##### Principal

Alfredo De La Rosa/Dr. Raymond Kimsey

##### School Advisory Council chair

Jennifer Kenney

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

Name	Title
Alfredo De La Rosa	Principal
Christine De La Rosa	Assistant Principal
Carolina Torres	Assistant Principal
Marianne Durante	ESE Specialist
Luis Deschappelles	Guidance Counselor
Jaime Torres	Math Chairperson
Leon Arteche	LA/English Chairperson
Raymond Temeyer	Social Studies Chairperson
Sammie Jo Fat	Science Chairperson

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal-1, Board Member – 1, teachers – 5, parents – 7, educational support-1, student – 1, BCR – 1

#### Involvement of the SAC in the development of the SIP

The main activities of the School Advisory Council at Miami Arts Charter School include, but are not limited to the following:

- Assistance in the development of the SIP during the first EESAC meeting at the beginning of the 2013-2014 school year and will continuously monitor the implementation of SIP throughout the school

year.

- Adherence to SIP Plan to monitor progress in the Needs Assessment areas as identified in Reading, Mathematics, Science, Writing, Parent Involvement and all other goals.
- Data review and verification with the purpose of working in collaboration with the MTSS/Rtl Team.
- Community outreach to obtain more partners, and increase the school involvement in the community.

**Activities of the SAC for the upcoming school year**

The SAC Committee will serve as an advisory committee to the school administration in assisting with the implementation and progress monitoring of the School Improvement Process. The committee will meet monthly to review the progress and make necessary recommendations to ensure compliance with the School Improvement Plan, district, state and federal educational initiatives.

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

The projected use of school improvement funds includes \$3500.00 which is allocated for materials to improve students' performance on the FCAT 2.0, EOC and other state assessments.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Alfredo De La Rosa/Dr. Raymond Kimsey**

Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

\*Bachelors of Music  
 \*National Board  
 Certification  
 K-12

**Performance Record**

2013 – School Grade  
 Rdg Levels 3-5, 83%  
 Math Levels 3-5, 72%  
 Rdg. Lrg. Gains, 78%  
 Math Lrg. Gains, 75%  
 Rdg. Imp. of Lowest 25% - 86 %  
 Math Imp. of Lowest 25% - 70 %  
 Rdg. AMO –Yes  
 Math AMO –Yes  
 2012 – A  
 Rdg Levels 3-5, 76%  
 Math Levels 3-5, 66%  
 Rdg. Lrg. Gains, 71%  
 Math Lrg. Gains, 64%  
 Rdg. Imp. of Lowest 25% - 67 %  
 Math Imp. of Lowest 25% - 59 %  
 Rdg. AMO –Yes  
 Math AMO –Yes  
 2011 – A  
 Rdg Levels 3-5, 78%  
 Math Levels 3-5, 71%  
 Rdg. Lrg. Gains, 64%  
 Math Lrg. Gains, 68%  
 Rdg. Imp. of Lowest 25% - 66 %  
 Math Imp. of Lowest 25% - 72 %  
 Rdg. AMO –Yes  
 Math AMO –Yes  
 2010 – B  
 Rdg Levels 3-5, 78%  
 Math Levels 3-5, 69%  
 Rdg. Lrg. Gains, 66%  
 Math Lrg. Gains, 56%  
 Rdg. Imp. of Lowest 25% - 58 %  
 Math Imp. of Lowest 25% - 52%  
 Rdg. AMO –Yes  
 Math AMO –No  
 2009 – B  
 Rdg Levels 3-5, 53%  
 Math Levels 3-5, 84%  
 Rdg. Lrg. Gains, 48%  
 Math Lrg. Gains, 83%  
 Rdg. Imp. of Lowest 25% - 39 %  
 Math Imp. of Lowest 25% - 81%

Rdg. AMO –No  
Math AMO –Yes



**Christine De La Rosa**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

\*Bachelors of Music  
 \*National Board  
 Certification  
 K-12

**Performance Record**

2013 – School Grade  
 Rdg Levels 3-5, 83%  
 Math Levels 3-5, 72%  
 Rdg. Lrg. Gains, 78%  
 Math Lrg. Gains, 75%  
 Rdg. Imp. of Lowest 25% - 86 %  
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 Rdg Levels 3-5, 78%  
 Math Levels 3-5, 69%  
 Rdg. Lrg. Gains, 66%  
 Math Lrg. Gains, 56%  
 Rdg. Imp. of Lowest 25% - 58 %  
 Math Imp. of Lowest 25% - 52 %  
 Rdg. AMO –Yes  
 Math AMO –No  
 2009– B  
 Rdg Levels 3-5, 53%  
 Math Levels 3-5, 84%  
 Rdg. Lrg. Gains, 48%  
 Math Lrg. Gains, 83%  
 Rdg. Imp. of Lowest 25% - 39%  
 Math Imp. of Lowest 25% - 81 %

Rdg. AMO –No  
Math AMO –Yes

**Carolina Torres**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

\*Bachelors in  
Elementary  
Education  
\*Masters in  
Educational  
Media  
\*Specialist in  
Educational  
Leadership

**Performance Record**

2013 – School Grade  
Rdg Levels 3-5, 83%  
Math Levels 3-5, 72%  
Rdg. Lrg. Gains, 78%  
Math Lrg. Gains, 75%  
Rdg. Imp. of Lowest 25% - 86 %  
Math Imp. of Lowest 25% - 70 %  
Rdg. AMO –Yes  
Math AMO –Yes  
2012 – A  
Rdg Levels 3-5, 76%  
Math Levels 3-5, 66%  
Rdg. Lrg. Gains, 71%  
Math Lrg. Gains, 64%  
Rdg. Imp. of Lowest 25% - 67 %  
Math Imp. of Lowest 25% - 59 %  
Rdg. AMO –Yes  
Math AMO –Yes  
2011 – A  
Rdg Levels 3-5, 78%  
Math Levels 3-5, 71%  
Rdg. Lrg. Gains, 64%  
Math Lrg. Gains, 68%  
Rdg. Imp. of Lowest 25% - 66%  
Math Imp. of Lowest 25% - 72%  
Rdg. AMO –Yes  
Math AMO –Yes  
2010 – B  
Rdg Levels 3-5, 78%  
Math Levels 3-5, 69%  
Rdg. Lrg. Gains, 66%  
Math Lrg. Gains, 56%  
Rdg. Imp. of Lowest 25% - 58%  
Math Imp. of Lowest 25% - 52%  
Rdg. AMO –Yes  
Math AMO –No  
2009 – B  
Rdg Levels 3-5, 78%

Math Levels 3-5, 83%  
 Rdg. Lrg. Gains, 71%  
 Math Lrg. Gains, 84%  
 Rdg. Imp. of Lowest 25% - 63%  
 Math Imp. of Lowest 25% - 73%  
 Rdg. AMO –No  
 Math AMO –Yes

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

36

**# receiving effective rating or higher**

36, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

100, 278%

**# ESOL endorsed**

6, 17%

**# reading endorsed**

2, 6%

**# with advanced degrees**

10, 28%

**# National Board Certified**

3, 8%

**# first-year teachers**

5, 14%

**# with 1-5 years of experience**

12, 33%

**# with 6-14 years of experience**

9, 25%

**# with 15 or more years of experience**

10, 28%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

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

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Miami Arts Charter's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school is as follows:

1. Post School Personnel Openings on Teachers-Teachers.
2. Provide professional development opportunities during early release days and teacher planning days.
3. Regular meetings of new teachers with principal/assistant principal.
4. Regular meetings of new teachers with department chair.
5. Partnering of new teachers with veteran staff.
6. Soliciting referrals from current employees.

**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**

Miami Arts Charter pairs New Teachers with veteran teachers in order to provide support and assistance. The veteran teachers chosen have outstanding knowledge of content and subject matter and other methods that support high standards. In addition, she demonstrates a commitment to personal and professional growth. The mentor will provide the necessary documents and data to assist mentee in meeting goals. The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning.

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

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

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

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

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

#### Tier 2

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

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

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

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

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

### Tier 1(Leadership Team)

- Administrator(s) (Alfredo De La Rosa and/or Carolina Torres) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving
- School reading, language arts/English, math, science, Social Studies Department Chairs (Janine Ross, Jaime Torres, Sammie Jo Fat, Leo Arteché, Raymond Temeyer)
- Special education personnel (Marianne Durante)
- School guidance counselor (Luis Deschappelles)
- Member of advisory group, community stakeholders, parents (EESAC)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (weekly) to review consensus, infrastructure, and implementation of building level MTSS/Rtl.

### Tier 2

Assistant Principal (Carolina Torres), Guidance Counselor (Luis Deschappelles), and ESE Chair (Marianne Durante) members of the MTSS/Rtl Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

### Tier 3 SST

Principal (Alfredo De La Rosa), Guidance Counselor (Luis Deschappelles), and ESE Chair (Marianne Durante) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

### Data Sources

Academic (This will be managed through Gradebook, Edusoft and School Formative Gradebook)

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- EOC
- AP Exams
- Student grades
- School site specific assessments

Behavior (This will be managed through Student Case Management System and Referrals)

- Student Case Management System
- Student Violation Forms
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day per month
- Attendance
- Functional Assessment
- Frequency Monitoring

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

Miami Arts Charter will participate in the MTSS/Rtl district professional development which consists of;

1. Administrators will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.

2. MTSS/Rtl team members will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. The school will provide training for all staff members regarding RTI, MTSS and school procedures. In addition, the MTSS/Rtl Leadership Team will monitor the school's consensus, infrastructure, and implementation using Self-Assessment of Problem Solving Implementation (SAPSI) to reach a rating of at least 80% MTSS implementation in the school.

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

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

### **Increased Learning Time/Extended Learning Opportunities**

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

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



**Strategy:** Before or After School Program**Minutes added to school year:** 8

Miami Arts Charter will use research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Students will be offered Before and After School Tutoring to assist in all subjects. In addition, SAT Tutoring will be provided weekly for students taking the SAT. Teachers will be given the opportunity to collaborate, plan and engage in professional development during scheduled planning periods. Data will be collected on an on-going basis to ensure the effectiveness of the instructional strategies provided by Miami Arts Charter. Department Chairs, Individual subject area teachers, and the Literacy Leadership team will meet on a weekly basis to determine the effectiveness of the skills and strategies. Adjustments will be made based on data collected.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data will be collected on an on-going basis to ensure the effectiveness of the instructional strategies provided by Miami Arts Charter. Department Chairs, Individual subject area teachers, and the Literacy Leadership team will meet on a weekly basis to determine the effectiveness of the skills and strategies. Adjustments will be made based on data collected.

**Who is responsible for monitoring implementation of this strategy?**

The School Administration will be responsible for monitoring implementation of this strategy.

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

<b>Name</b>	<b>Title</b>
Alfredo De La Rosa	Principal
Carolina Torres	Assistant Principal
Luis Deschappelles	Guidance Counselor
Marianne Durante	ESE Specialist
Leon Arteche	LA/English Chairperson
Janine Ross	Reading Contact
Valeria Costadoni	Teacher
Jaime Torres	Math Chairperson
Raymond Temeyer	Social Studies Chairperson
Sammie Jo Fat	Science Chairperson
Jennifer Kenney	EESAC Chairperson

## How the school-based LLT functions

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team (LLT). The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Literacy Leadership Team (LLT) will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## Major initiatives of the LLT

The major initiatives of the LLT this year will be to:

1. Monitor and adjust the school's academic goals through data gathering and data analysis.
2. Monitor the fidelity of the delivery of instruction and interventions.
3. Provide levels of support and interventions to students based on data.

## Every Teacher Contributes to Reading Instruction

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

Miami Arts Charter will ensure that every teacher contributes to the reading improvement of every student. All teachers including Arts, Social Studies and Science Teachers will receive the Reading standards as well as student reading data to include in daily lesson development. In addition, during the Study Skills period for middle school students, reading strategies will be taught on a daily basis in addition to their Language Arts Course. Teachers will utilize this period to provide additional reading enrichment/intervention strategies based on the results of the District Interim Assessments and 2012-2013 FCAT results. The program Lead Teacher and department chairs will attend District mandated professional development and provide staff with relevant information upon return to ensure everyone is apprised of changes and most recent effective strategies that will contribute to the reading improvement of every student. Teachers will incorporate strategies learned in department meetings within their lessons. Planning time will be made available, in addition to Early Release and Professional Development days to allow teachers to share and learn best practices in reading that can be implemented. The Reading Implementation will be monitored by the Principal and all Department Chairs to provide ongoing support and gauge the effectiveness of the plan.

## College and Career Readiness

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

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

Miami Arts Charter will incorporate applied and integrated courses as well as Arts related subjects to help students see the relationship between subjects and relevance to their future. Through collaborative planning in core subjects and the arts, the school's curriculum is aligned to address the students' needs and school goals. The school will hold grade-level assemblies to apprise them of curriculum opportunities, graduation requirements and the different scholarship opportunities. All high school students will meet with the counselor to develop a graduation plan aligned with the students' interest.

Our schedule will be specifically developed to allow students with opportunities to attend and seek community internships, dual enrollment, and on-the-job training in order to connect course subject with future career choices. Partnerships with local art/music organizations will provide students with real-world opportunities and develop relationships within the community. In addition, the school will offer Advanced Placement opportunities to best meet students' needs. SAT Tutoring will be provided for students taking the SAT. The counselor will schedule college visits for students to inquire about what colleges have to offer and financial opportunities.

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

Miami Arts Charter promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. The guidance counselor and arts teachers will assist in the career planning to insure that students' course of study is aligned with their academic, career and artistic goals. Colleges and universities will be invited to attend and make presentations to our students. In addition, Miami Arts Charter has purchased the Naviance program to assist students in college planning. Naviance is a college and career readiness platform that helps connect academic achievements to post-secondary goals. It optimizes student success, enhances school counselor productivity and tracks results for schools.

**Strategies for improving student readiness for the public postsecondary level**

Strategies for improving student readiness for the public postsecondary level based on the analysis of the 2011 High School Feedback Report will be implemented.

Analysis of college readiness is based on the latest data available – from the High School Feedback Report. The percent of graduates who completed at least one AP, AICE or Dual Enrollment course is 72.5% which is above both district and state averages. The percent of graduates with standard high school diploma who took the SAT/ ACT / CPT and scored at or above college-level cut scores is 84.2% in math 94.7% in reading, and 100.0% in writing. The reading and writing scores exceed both district and state averages. Finally the percent of graduates enrolled in a Florida public postsecondary institution was 45%. Miami Arts Charter has identified the following as school-wide priorities. Increase participation in public postsecondary readiness in reading, writing, and mathematics skills. Teachers will be given the opportunity to modify methods of instruction to suit the changing postsecondary requirements of student's college readiness. Miami Arts Charter will recognize the importance of college readiness exams by increasing the percentage of students participating in the ACT/SAT with the assistance of Guidance Counselor.

## 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	79%	83%	Yes	81%
American Indian				
Asian				
Black/African American	78%	73%	No	80%
Hispanic	75%	84%	Yes	78%
White	86%	91%	Yes	87%
English language learners		73%		
Students with disabilities	56%	60%	Yes	60%
Economically disadvantaged	72%	80%	Yes	75%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	31%	32%
Students scoring at or above Achievement Level 4	285	51%	52%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	87%

#### 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)	13	76%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		58%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	71%	74%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		67%	70%

**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	137	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	72%	Yes	72%
American Indian				
Asian				
Black/African American	64%	61%	No	68%
Hispanic	70%	73%	Yes	73%
White	70%	82%	Yes	73%
English language learners		53%		
Students with disabilities		45%		
Economically disadvantaged	66%	61%	No	69%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	41%	43%
Students scoring at or above Achievement Level 4	107	31%	32%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		48%	53%
Middle school performance on high school EOC and industry certifications		100%	100%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	72%	Yes	72%
American Indian				
Asian				
Black/African American	64%	61%	No	68%
Hispanic	70%	73%	Yes	73%
White	70%	82%	Yes	73%
English language learners		53%		
Students with disabilities		45%		
Economically disadvantaged	66%	61%	No	69%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		75%	78%
Students in lowest 25% making learning gains (EOC)		70%	73%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		61%	65%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	34%	36%
Students scoring at or above Achievement Level 4	51	42%	43%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	23%	26%
Students scoring at or above Achievement Level 4	23	31%	32%

**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	46	33%	35%
Students scoring at or above Achievement Level 4	45	32%	33%

**Florida Alternate Assessment (FAA)**

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

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	42%	43%
Students scoring at or above Achievement Level 4	37	38%	38%

**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)	3		6
Participation in STEM-related experiences provided for students	300	43%	50%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	29	10%	15%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	57%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams		0%	2%
Passing rate (%) for students who take CTE industry certification exams		0%	2%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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	85	12%	11%
Students who fail a mathematics course	16	4%	3%
Students who fail an English Language Arts course	7	2%	1%
Students who fail two or more courses in any subject	11	3%	2%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	20	3%	2%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	12%	11%
Students in ninth grade with one or more absences within the first 20 days	6	6%	3%
Students in ninth grade who fail two or more courses in any subject	18	17%	16%
Students with grade point average less than 2.0	25	8%	7%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	20	3%	2%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	33	89%	89%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	40	93%	93%

**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**

Provide Informational meeting regarding policies, procedures and events for each art area, middle school parents, high school parents and graduation

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents of at-risk and low performing students	10	8%%	15%%

## Goals Summary

- G1.** The target goal for the 2013 FCAT Reading 2.0 Test was 79% proficiency. The results of the 2013 FCAT Reading 2.0 Test indicates that 83% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 83% proficiency.
- G2.** The target goal for the 2013-2014 CELLA test is to achieve 78% proficiency in Listening/Speaking, 58% in Reading, 74% in Writing.
- G3.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates the 67% of graduates scored "college ready". The target goal for 2014 is 70% of graduates scoring "college ready".
- G4.** The results of the 2013 FCAT Writing Test indicates that 67% of students scored at or above 3.5 proficiency. Our target goal for the 2013-2014 school in the FCAT Writing test is 70% scoring at or above 3.5 proficiency.
- G5.** The target goal for the 2013 FCAT Mathematics Test was 69% proficiency. The results of the 2013 FCAT Mathematics indicates that 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.
- G6.** Our target goal for the 2013-2014 EOC is to increase Middle School participation to 53%. Our target goal for the 2013-2014 EOC is to maintain Middle School performance at 100%.
- G7.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.
- G8.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.
- G9.** The target goal for the 2013 High School Mathematics EOCs was 69% proficiency. The results of the 2013 High School Mathematics EOCs is 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.
- G10.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The target goal for the 2013-2014 is to increase graduates scoring "college ready" to 65%
- G11.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

- G12.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.
- G13.** The results of the 2013 FCAT Science indicates that 65% of Middle School students achieved proficiency. Our target goal for the 2013-2014 school year is 68% proficiency.
- G14.** The results of the 2013 Biology EOC indicates that 80% of High School students achieved proficiency. Our target goal for the 2013-2014 school year is 81% proficiency.
- G15.** The results of the 2013 STEM data indicates that 3 of STEM-related experiences were provided to students and 43% participated. Our target goal for the 2013-2014 school year is to provide 6 experiences and achieve 50% participation.
- G16.** The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to achieve 15% enrollment and 100% completion rate.
- G17.** Our goal for the 2013-2014 school year is to increase student opportunities in Career/Art related internships and advanced courses.
- G18.** The results of the 2013 Civics EOC indicates that 3% of students scored proficiency on the 2013 Baseline Assessment. Our target goal for the 2013-2014 school year is to increase the percentage of students achieving at or above Level 3 proficiency to 60%
- G19.** The results of the 2013 U.S. History EOC indicates that 3% of students scored at or above the middle third.. Our target goal for the 2013-2014 school in the U.S. History EOC is 60% scoring at or above the middle third.
- G20.** Our goal in Middle School is increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.
- G21.** Our goal in High School is increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.
- G22.** Using the criteria for the federal uniform graduation rate, 89% of students should graduate in 4 years, and 93% of students will in 5 years.
- G23.** The goal for the 2013-2014 school year is to increase parent engagement opportunities, attendance and participation at the school.

## Goals Detail

**G1.** The target goal for the 2013 FCAT Reading 2.0 Test was 79% proficiency. The results of the 2013 FCAT Reading 2.0 Test indicates that 83% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 83% proficiency.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Reading Contact
- Incorporate technology interventions and infuse supplemental reading during Language arts and intensive reading.
- peer tutoring
- Language Arts Chair

#### **Targeted Barriers to Achieving the Goal**

- As noted in the 2013 FCAT 2.0 Reading Test, 73% in the Black subgroup made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase the percentage of students in the Black subgroup making learning gains to 80%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 1- Vocabulary due to limited depth of literacy and range of vocabulary.
- As noted in the 2013 FCAT 2.0 Reading Test, 73% in the Black subgroup made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase the percentage of students in the Black subgroup making learning gains to 80%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text/Research Process due to limited exposure to informational text.
- As noted in the 2013 FCAT 2.0 Reading Test, 31% scored FCAT Level 3. The targeted goal for the 2014 FCAT 2.0 is to increase Level 3 proficiency by 32%. The area of deficiency for Middle School students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- As noted in the 2013 FCAT 2.0 Reading Test, 31% scored FCAT Level 3. The targeted goal for the 2014 FCAT 2.0 is to increase Level 3 proficiency by 32%. The area of deficiency for High School students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.
- As noted in the 2013 FCAT 2.0 Reading Test, 51% scored at or above FCAT Level 4 The targeted goal for the 2014 FCAT 2.0 is to increase Level 4 or above proficiency by 52%. The area of deficiency for Middle School students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 3: Literary Analysis-Fiction/Non-Fiction due to limited exposure to literary elements and figurative language
- As noted in the 2013 FCAT 2.0 Reading Test, 51% scored at or above FCAT Level 4 The targeted goal for the 2014 FCAT 2.0 is to increase Level 4 or above proficiency by 52%. The area of deficiency for High School students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 3: Literary Analysis-Fiction/Non-Fiction due to limited exposure to literary elements and figurative language.
- As noted in the 2013 FCAT 2.0 Reading Test, 78% of students made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains by 80%. The area of deficiency for Middle School students making learning gains as noted on the 2013 FCAT 2.0 Reading

administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose

- As noted in the 2013 FCAT 2.0 Reading Test, 78% of students made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains by 80%. The area of deficiency for High School students making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.
- As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for Middle School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for High School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

### Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule:**

Bi-Weekly

#### **Evidence of Completion:**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G2.** The target goal for the 2013-2014 CELLA test is to achieve 78% proficiency in Listening/Speaking, 58% in Reading, 74% in Writing.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- The Literacy Leadership team, MTSS/RTI team, ELL Specialist and administration will be responsible for monitoring the implementation of identified strategies.
- Result of the interim assessment data reports will be reviewed to ensure that progress is being made and make adjustments as needed.
- Utilize peer tutoring to facilitate differentiate instruction.

#### **Targeted Barriers to Achieving the Goal**

- As noted in the 2013 CELLA Test, 76% of ELL students scored proficient in Listening/Speaking. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Listening/Speaking to 78%. The area of deficiency as noted on the 2013 CELLA test was on Listening/Speaking due to limited opportunity to listen and speak academic English outside the classroom.
- As noted in the 2013 CELLA Test, 53% of ELL students scored proficient in Reading. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Reading to 58%. The area of deficiency as noted on the 2013 administration of the CELLA test was on Reading due to limited opportunity to read in English outside the classroom.
- As noted in the 2013 CELLA Test, 71% of ELL students scored proficient in Writing. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Writing to 74%. The area of deficiency as noted on the 2013 administration of the CELLA Test was on Writing due to limited opportunity to write academic English outside the classroom.

### **Plan to Monitor Progress Toward the Goal**

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

#### **Target Dates or Schedule:**

Bi-weekly

#### **Evidence of Completion:**

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments  
Summative Assessment- Results of the 2014 CELLA

**G3.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates the 67% of graduates scored "college ready". The target goal for 2014 is 70% of graduates scoring "college ready".

### **Targets Supported**

#### **Resources Available to Support the Goal**

- The Literacy Leadership team, MTSS/RTI and administration will be responsible for monitoring the implementation of identified strategies.
- Incorporate technology interventions and infuse supplemental reading during all content area classes
- Utilize peer tutoring/mentoring to facilitate differentiated instruction.

#### **Targeted Barriers to Achieving the Goal**

- As noted in the 2013 P.E.R.T test, 67% of students scored "college ready". The area of deficiency for students not scoring "college ready" in Reading on the 2013 administration of the P.E.R.T was due to difficulty in determining the main idea and/or the essential meaning in grade-level text or higher and limited knowledge of the P.E.R.T competencies.

### **Plan to Monitor Progress Toward the Goal**

Results of the interim assessments data and teacher assessments will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule:**

Bi-weekly

#### **Evidence of Completion:**



**G4.** The results of the 2013 FCAT Writing Test indicates that 67% of students scored at or above 3.5 proficiency. Our target goal for the 2013-2014 school in the FCAT Writing test is 70% scoring at or above 3.5 proficiency.

#### **Targets Supported**

- Writing

#### **Resources Available to Support the Goal**

- The Literacy Leadership Team, MTSS/RTI and administration will be responsible for monitoring the implantation of identified strategies. Results of the District Pre/Post Interim Writing assessment will be reviewed to ensure that progress is being made and make adjustments as needed

#### **Targeted Barriers to Achieving the Goal**

- As noted on the 2013 FCAT Writing 2.0 test, 67% of students scored at or above 3.5 proficiency. The area of deficiency on the 8th grade 2013 FCAT Writing 2.0 test was Writing Application due to student's inability to present detailed evidence, examples and reasoning to support effective arguments.
- As noted on the 2013 FCAT Writing 2.0 test, 67% of students scored at or above 3.5 proficiency. The area of deficiency on the 10th grade 2013 FCAT Writing 2.0 test was Conventions due to inability to create clarity by using combination of sentence structures to improve sentence fluency.

#### **Plan to Monitor Progress Toward the Goal**

Results of the Pre/Post Writing Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule:**

Bi-weekly

#### **Evidence of Completion:**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Pre/Post Writing Interim Assessments. Summative Assessments: Results from 2014 FCAT Writing 2.0 Test.

**G5.** The target goal for the 2013 FCAT Mathematics Test was 69% proficiency. The results of the 2013 FCAT Mathematics indicates that 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Math Critical Thinking class for intervention/enrichment
- Math Department chairperson
- Khan Academy
- Math Series

#### **Targeted Barriers to Achieving the Goal**

- The results of the 2013 FCAT Mathematics Test indicate that 61% in the Black Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 68%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Statistics and Probability.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

- The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category- Number: Base Ten
- The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement
- The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Statistics and Probability.
- The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement.
- The results of the 2013 FCAT Mathematics Test indicate that 45% in the SWD Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 66%. The area of deficiency for the SWD subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.
- The results of the 2013 FCAT Mathematics Test indicate that 61% in the ED Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 69%. The area of deficiency for the ED subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

## Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule:

Bi-weekly

### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G6.** Our target goal for the 2013-2014 EOC is to increase Middle School participation to 53%. Our target goal for the 2013-2014 EOC is to maintain Middle School performance at 100%.

### Targets Supported

#### Resources Available to Support the Goal

- Critical Thinking Math Course
- Math Series
- Mathematics Chair
- Peer tutors
- Khan Academy

#### Targeted Barriers to Achieving the Goal

- As noted on the 2013 High School EOCs, the Middle School participation was 48%. The target goal for the 2014 High School EOC participation is 53%. The area of deficiency for Middle School participation in High School EOC is students limited knowledge of mathematics concepts necessary to advance.
- As noted on the 2013 High School EOCs, the Middle School performance in High School EOC was 100% proficiency. The target for the 2014 High School EOC performance is to maintain proficiency at 100%. The area of deficiency for Middle School performance in High School EOC is students was Reporting Category-Polynomial.

## Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule:

bi-weekly

### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 EOCs.

**G7.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Critical Thinking Mathematics Course
- Math Series
- Mathematics Chairperson
- Khan Academy
- Peer Tutors

### Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra I EOC assessment indicates that 34% of students scored Level 3 proficiency. The targeted goal for the 2013-2014 in Algebra EOC is to increase Level 3 proficiency to 36%. The area of deficiency for students scoring Level 3 proficiency was Reporting Category-Polynomials.
- The results of the 2013 Algebra I EOC assessment indicates that 42% of students scored at or above Level 4 proficiency. The targeted goal for the 2013-2014 in Algebra EOC is to increase at or above Level 4 proficiency to 43%. The area of deficiency for students scoring at or above Level 4 proficiency was Reporting Category-Rationals, Radicals Quadratics and Discrete Mathematics.

## Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule:

Bi-weekly

### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

**G8.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

### Targets Supported

- Geometry EOC

### Resources Available to Support the Goal

- Math Critical thinking Course
- Math Series
- Math Chair
- Khan Academy

### Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC assessment indicates that 23% of students scored Level 3 proficiency. The targeted goal for the 2013-2014 in Geometry EOC is to increase Level 3 proficiency to 26%. The area of deficiency for students scoring Level 3 proficiency was Reporting Category-Trigonometry and Discrete Mathematics.
- The results of the 2013 Geometry EOC assessment indicates that 31% of students scored at or above Level 4 proficiency. The targeted goal for the 2013-2014 in Geometry EOC is to increase at or above Level 4 proficiency to 32%. The area of deficiency for students scoring at or above Level 4 proficiency was Reporting Category-Three Dimensional Geometry.

### Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule:

Bi-weekly

#### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

**G9.** The target goal for the 2013 High School Mathematics EOCs was 69% proficiency. The results of the 2013 High School Mathematics EOCs is 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.

#### Targets Supported

#### Resources Available to Support the Goal

- Math Chairperson
- Math Series
- Khan Academy

#### Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.
- The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

### Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule:

Bi-weekly

#### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments

**G10.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The target goal for the 2013-2014 is to increase graduates scoring "college ready" to 65%

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Math chair
- Peer Tutoring
- Math for College Readiness Course

#### **Targeted Barriers to Achieving the Goal**

- The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The area of deficiency for students not scoring "college ready" in Math on the P.E.R.T is due to difficulty using mathematical practices that support mathematical fluency and problem-solving proficiency.

### **Plan to Monitor Progress Toward the Goal**

Results of the Teacher-made assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule:**

Bi-weekly

#### **Evidence of Completion:**

Formative Assessments: Teacher assessment, student data chats and Exit Tickets Summative Assessments: Results from 2014 P.E.R.T assessment.

**G11.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

### **Targets Supported**

- Algebra 1 EOC

#### **Resources Available to Support the Goal**

- Math teacher
- Peer Tutor
- Khan Academy

#### **Targeted Barriers to Achieving the Goal**

- The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%. The area of deficiency as noted on the administration of the 2013 Algebra I EOC was Reporting Category-Polynomial



### Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule:

Bi-weekly

#### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

**G12.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

#### Targets Supported

- Geometry EOC

#### Resources Available to Support the Goal

- Math Chair
- Math Series
- Khan Academy

#### Targeted Barriers to Achieving the Goal

- As noted on the 2013 Geometry EOC, 54% of students scored proficiency. The target goal of the 2013-2014 school year in Geometry is to increase student proficiency by 58%. The area of deficiency for students on the Geometry EOC assessment was Reporting Category- Trigonometry and Discrete Mathematics.

### Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule:

Bi-weekly

#### Evidence of Completion:

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

**G13.** The results of the 2013 FCAT Science indicates that 65% of Middle School students achieved proficiency. Our target goal for the 2013-2014 school year is 68% proficiency.

#### **Targets Supported**

- Science
- Science - Middle School

#### **Resources Available to Support the Goal**

- Science Teacher
- Science Series
- Science lab

#### **Targeted Barriers to Achieving the Goal**

- As noted in the 8th grade 2013 FCAT 2.0 Science test, 33% scored Level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 35%. The area of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Nature of Science.
- As noted in the 8th grade 2013 FCAT 2.0 Science test, 32% scored at or above Level 4. Our target goal for the 2013-2014 school year is to increase students scoring at or above Level 4 to 33%. The area of deficiency for students scoring at or above Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Physical Science

#### **Plan to Monitor Progress Toward the Goal**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule:**

Bi-weekly

#### **Evidence of Completion:**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Science assessment.

**G14.** The results of the 2013 Biology EOC indicates that 80% of High School students achieved proficiency. Our target goal for the 2013-2014 school year is 81% proficiency.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Science Lab
- Science Series

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 Biology EOC Test indicate that 42% of students achieved level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%. The area of deficiency for students scoring at level 3 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Molecular and Cellular Biology.
- The results of the 2013 Biology EOC Test indicate that 38% of students achieved at or above Level 4. Our goal for the 2013-2014 school year is to increase Level 4 or above proficiency to 38%. The area of deficiency for students scoring at level 4 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Classification, Heredity, Evolution

**Plan to Monitor Progress Toward the Goal**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

**Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Biology EOC assessment.

**G15.** The results of the 2013 STEM data indicates that 3 of STEM-related experiences were provided to students and 43% participated. Our target goal for the 2013-2014 school year is to provide 6 experiences and achieve 50% participation.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Lab
- Science Chairperson
- AP science courses

**Targeted Barriers to Achieving the Goal**

- As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for students was 3. This was due to insufficient enrollment in STEM related competitions and limited availability of higher level science courses. Our target goal is to increase student experiences to 6.
- As noted on the analysis of STEM data, the percentage of students that participated in STEM-related experiences was 43%. This was due to students participating in other art related competitions and events as well as limited availability of higher level science courses. Our targeted goal is to increase student participation to 50%.

**Plan to Monitor Progress Toward the Goal**

Increase number of students successfully participating in Advanced courses and competitions.

**Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Student enrollment and successful progress in advanced courses. Student participation in STEM related events.

**G16.** The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to achieve 15% enrollment and 100% completion rate.

**Targets Supported**

- STEM - High School

**Resources Available to Support the Goal**

- Science Lab
- Science Chairperson
- Added AP science courses

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. The area of deficiency for students was the lack of accelerated STEM-related courses available at the school.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G17.** Our goal for the 2013-2014 school year is to increase student opportunities in Career/Art related internships and advanced courses.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Internships
- Advanced Courses

**Targeted Barriers to Achieving the Goal**

- Identification of local businesses able to accommodate students for internships.

## Plan to Monitor Progress Toward the Goal

Student participation in internships

### Person or Persons Responsible

Administration and Arts Chairperson

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Internships

**G18.** The results of the 2013 Civics EOC indicates that 3% of students scored proficiency on the 2013 Baseline Assessment. Our target goal for the 2013-2014 school year is to increase the percentage of students achieving at or above Level 3 proficiency to 60%

### Targets Supported

- Social Studies
- Civics EOC

### Resources Available to Support the Goal

- Civics Teacher
- Civics Series
- Social Studies Chairperson

### Targeted Barriers to Achieving the Goal

- The results of the 2013 Civics EOC indicates that 3% of students scored proficiency on the 2013 Baseline Assessment. Our target goal for the 2013-2014 school year is to increase the percentage of students achieving at or above Level 3 proficiency to 60%. The area of deficiency for students as noted on the administration of the 2013 Civics EOC was Reporting Category- Roles, Rights, and Responsibilities.

## Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule:

Bi-weekly

### Evidence of Completion:

Formative Assessments: Teacher assessment, Exit Tickets, District Civics Baseline and Interim Assessments. Summative Assessments: Results from 2014 Civics EOC assessment.

**G19.** The results of the 2013 U.S. History EOC indicates that 3% of students scored at or above the middle third.. Our target goal for the 2013-2014 school in the U.S. History EOC is 60% scoring at or above the middle third.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- U.S History teacher
- U.S History materials and videos

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 U.S. History EOC indicates that 3% of students scored at or above the middle third.. Our target goal for the 2013-2014 school in the U.S. History EOC is 60% scoring at or above the middle third. The area of deficiency for students as noted on the administration of the 2013 U.S History EOC was Reporting Category-The U.S. & Defense of the International Peace due to the inability to analyze the foreign policy of the United States as it relates to the world.

**Plan to Monitor Progress Toward the Goal**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

**Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Formative Assessments: Teacher assessment, Exit Tickets, District U.S. History Baseline and Interim Assessments. Summative Assessments: Results from 2014 U.S. History EOC assessment.

**G20.** Our goal in Middle School is increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Guidance Counselor
- Grade-Level Assemblies
- School Social Media Outlets
- Study skills and critical thinking courses for all middle school students

**Targeted Barriers to Achieving the Goal**

- Our school recognizes that student academic development is correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled.
- Students and Parents limited knowledge of the Student Code of Conduct.
- Student inability to stay for After-School Tutoring due to distance and transportation.

**Plan to Monitor Progress Toward the Goal**

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

**Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation of the identified action steps.

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Attendance Reports, Daily Attendance Bulletin, Student Case Management reports and FCAT/EOC assessments



**G21.** Our goal in High School is increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

**Targets Supported**

- EWS - High School

**Resources Available to Support the Goal**

- Guidance Counselor/CAP Advisor
- Grade-Level Assemblies
- Parent nights
- School Social Media Outlets

**Targeted Barriers to Achieving the Goal**

- Our school recognizes that student academic development is correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled.
- Students and Parents limited knowledge of the Student Code of Conduct.

**Plan to Monitor Progress Toward the Goal**

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

**Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation of the identified action steps

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Attendance Reports

**G22.** Using the criteria for the federal uniform graduation rate, 89% of students should graduate in 4 years, and 93% of students will in 5 years.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- Guidance Counselor/CAP Advisor
- Grade-Level Assemblies
- High School Parent nights
- Naviance Program
- SAT Tutoring

**Targeted Barriers to Achieving the Goal**

- At-risk students are not familiar with the resources available for students to meet graduation requirements.

### Plan to Monitor Progress Toward the Goal

High School students grades/requiremetns will be monitored to ensure progress is being made and to make adjustments as needed.

#### Person or Persons Responsible

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Graduation rate, student progress and gradebook

**G23.** The goal for the 2013-2014 school year is to increase parent engagement opportunities, attendance and participation at the school.

#### Targets Supported

- Parental Involvement

#### Resources Available to Support the Goal

- school website
- activities director
- arts programs
- a variety of social media

#### Targeted Barriers to Achieving the Goal

- Parents lack of participation at school is due to their employment hours and/or school distance.

### Plan to Monitor Progress Toward the Goal

The process to determine effectiveness will be to collect and monitor sign-in sheets and parent participation at school events.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### Target Dates or Schedule:

when applicable

#### Evidence of Completion:

Parent sign-in sheets, teacher parent logs and parent participation

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The target goal for the 2013 FCAT Reading 2.0 Test was 79% proficiency. The results of the 2013 FCAT Reading 2.0 Test indicates that 83% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 83% proficiency.

**G1.B1** As noted in the 2013 FCAT 2.0 Reading Test, 73% in the Black subgroup made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase the percentage of students in the Black subgroup making learning gains to 80%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 1- Vocabulary due to limited depth of literacy and range of vocabulary.

**G1.B1.S1** Students will determine meaning of words and phrases as they are used in a text.

### Action Step 1

Students will determine meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analysis the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, exit tickets and site generated assessments

#### Facilitator:

Reading Contact and Language Arts Department Chair

#### Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B2** As noted in the 2013 FCAT 2.0 Reading Test, 73% in the Black subgroup made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase the percentage of students in the Black subgroup making learning gains to 80%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text/Research Process due to limited exposure to informational text.

**G1.B2.S1** Students will delineate and evaluate the argument and specific claims in a text.

### **Action Step 1**

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students work, Exit tickets and site generated assessments.

#### **Facilitator:**

Reading contact and Language arts Department Chair

#### **Participants:**

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

## Plan to Monitor Effectiveness of G1.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B3** As noted in the 2013 FCAT 2.0 Reading Test, 31% scored FCAT Level 3. The targeted goal for the 2014 FCAT 2.0 is to increase Level 3 proficiency by 32%. The area of deficiency for Middle School students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B3.S1** Students will compare and contrast for understanding and purpose.

### Action Step 1

Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Exit tickets and site generated assessments

### Facilitator:

Reading Contact and Language Arts Department Chair

### Participants:

Teachers

## Action Step 2

Students will compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Exit tickets and site generated assessments

### Facilitator:

Reading Contact and Language Arts Department Chair

### Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

## Plan to Monitor Effectiveness of G1.B3.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B4** As noted in the 2013 FCAT 2.0 Reading Test, 31% scored FCAT Level 3. The targeted goal for the 2014 FCAT 2.0 is to increase Level 3 proficiency by 32%. The area of deficiency for High School students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

**G1.B4.S1** Students will delineate and evaluate the argument and specific claims in a text.

### Action Step 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets and site generated assessments.

### Facilitator:

Reading Contact and Language Arts Department Chair

### Participants:

Teacher



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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

### **Plan to Monitor Effectiveness of G1.B4.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B5** As noted in the 2013 FCAT 2.0 Reading Test, 51% scored at or above FCAT Level 4. The targeted goal for the 2014 FCAT 2.0 is to increase Level 4 or above proficiency by 52%. The area of deficiency for Middle School students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 3: Literary Analysis-Fiction/Non-Fiction due to limited exposure to literary elements and figurative language.

**G1.B5.S1** Students will analyze various authors writing in a text for comparison and contrast.

**Action Step 1**

Students will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments.

**Facilitator:**

Reading contact and Language Arts Department Chair.

**Participants:**

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

**Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

## Plan to Monitor Effectiveness of G1.B5.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B6** As noted in the 2013 FCAT 2.0 Reading Test, 51% scored at or above FCAT Level 4. The targeted goal for the 2014 FCAT 2.0 is to increase Level 4 or above proficiency by 52%. The area of deficiency for High School students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 3: Literary Analysis-Fiction/Non-Fiction due to limited exposure to literary elements and figurative language.

**G1.B6.S1** Students will analyze how and author's choices effect the development of a text.

### Action Step 1

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students work, exit tickets and site generated assessments

### Facilitator:

Reading Contact and Language Arts Department Chair

### Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

### **Plan to Monitor Effectiveness of G1.B6.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B7** As noted in the 2013 FCAT 2.0 Reading Test, 78% of students made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains by 80%. The area of deficiency for Middle School students making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose

**G1.B7.S1** Students will compare and contrast text through various mediums.

**Action Step 1**

Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments.

**Facilitator:**

Reading Contact and Language Arts Department Chair

**Participants:**

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

**Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

## Plan to Monitor Effectiveness of G1.B7.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B8** As noted in the 2013 FCAT 2.0 Reading Test, 78% of students made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains by 80%. The area of deficiency for High School students making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

**G1.B8.S1** Students will evaluate the argument and specific claims in a text.

### Action Step 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students work, exit tickets and site generated assessments

### Facilitator:

reading contact and language arts chairperson

### Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

### **Plan to Monitor Effectiveness of G1.B8.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, data chats, Exit Tickets and District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G1.B9** As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for Middle School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B9.S1** Students will compare and contrast text utilizing various mediums.

**Action Step 1**

Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**Action Step 2**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**Facilitator:**

Reading Contact and Language Arts Chair

**Participants:**

Teachers



### **Plan to Monitor Fidelity of Implementation of G1.B9.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Teachers will utilize the FAIR data to differentiate instruction and provide interventions as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, FAIR test, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

### **Plan to Monitor Effectiveness of G1.B9.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Teachers will utilize the FAIR data to differentiate instruction and provide interventions as needed. .

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, FAIR test, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test

**G1.B10** As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for High School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

**G1.B10.S1** Students will analyze the structure an author uses to organize text.

**Action Step 1**

Students will analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**Facilitator:**

Reading Contact and Language Arts Chair

**Participants:**

Teachers

## Action Step 2

Teachers will use the FAIR data to differentiate instruction in Language Arts Class, study skills and Intensive Reading.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets and site generated assessments

### Facilitator:

Reading Contact and Language Arts Chair

### Participants:

Teachers

## Plan to Monitor Fidelity of Implementation of G1.B10.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Teachers will utilize the FAIR data to differentiate instruction and provide interventions as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, FAIR test, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

## Plan to Monitor Effectiveness of G1.B10.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Teachers will utilize the FAIR data to differentiate instruction and provide interventions as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, FAIR test, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

**G2.** The target goal for the 2013-2014 CELLA test is to achieve 78% proficiency in Listening/Speaking, 58% in Reading, 74% in Writing.

**G2.B1** As noted in the 2013 CELLA Test, 76% of ELL students scored proficient in Listening/Speaking. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Listening/Speaking to 78%. The area of deficiency as noted on the 2013 CELLA test was on Listening/Speaking due to limited opportunity to listen and speak academic English outside the classroom.

**G2.B1.S1** Teachers will use expansion paraphrase and repetition to model proper use of language.

### Action Step 1

Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets and site generated assessments

## Action Step 2

Teacher/Student/Modeling, and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets and site generated assessments

### Facilitator:

Reading contact and Language arts Chair

### Participants:

Teachers

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

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

### Person or Persons Responsible

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

## Plan to Monitor Effectiveness of G2.B1.S1

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

### Person or Persons Responsible

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

**G2.B2** As noted in the 2013 CELLA Test, 53% of ELL students scored proficient in Reading. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Reading to 58%. The area of deficiency as noted on the 2013 administration of the CELLA test was on Reading due to limited opportunity to read in English outside the classroom.

**G2.B2.S1** Teachers will activate prior knowledge and differentiate instruction to improve reading comprehension.

### Action Step 1

Teachers will activate prior knowledge and differentiate instruction when presenting new material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student work, exit tickets and site generated assessments

### Facilitator:

ELL Specialist and Language Arts Department Chair

### Participants:

Teachers

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

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed

#### **Person or Persons Responsible**

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

### **Plan to Monitor Effectiveness of G2.B2.S1**

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

## **G2.B2.S2 Teachers will focus on key vocabulary to increase vocabulary development**

### **Action Step 1**

Teachers will focus on key vocabulary, present vocabulary with context clues and utilize word walls/ word banks to increase vocabulary development

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student work, exit tickets and site generated assessments

#### **Facilitator:**

ELL specialist and Language Arts Chair

#### **Participants:**

Teachers

## **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA



## Plan to Monitor Effectiveness of G2.B2.S2

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

### Person or Persons Responsible

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

**G2.B3** As noted in the 2013 CELLA Test, 71% of ELL students scored proficient in Writing. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Writing to 74%. The area of deficiency as noted on the 2013 administration of the CELLA Test was on Writing due to limited opportunity to write academic English outside the classroom.

**G2.B3.S1** Teachers will incorporate the Process Writing Strategy to writing assignments.

### Action Step 1

Utilizing the Process Writing Strategy, students write in the following steps: planning, drafting, revising, editing, and publishing, as well as, sharing and responding to writing.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

students writing samples, exit tickets and site generated assessments

### Facilitator:

ELL specialist and Language Arts Chair

### Participants:

Teachers

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

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

### **Plan to Monitor Effectiveness of G2.B3.S1**

Results of the assessment data reports will be reviewed to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, administration and ELL Specialist will monitor the implementation of identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments- quizzes/tests, data chats, Exit Tickets and Quarterly District Interim Assessments Summative Assessment- Results of the 2014 CELLA

**G3.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates the 67% of graduates scored "college ready". The target goal for 2014 is 70% of graduates scoring "college ready".

**G3.B1** As noted in the 2013 P.E.R.T test, 67% of students scored "college ready". The area of deficiency for students not scoring "college ready" in Reading on the 2013 administration of the P.E.R.T was due to difficulty in determining the main idea and/or the essential meaning in grade-level text or higher and limited knowledge of the P.E.R.T competencies.

**G3.B1.S2** Develop additional practice performance items aligned to P.E.R.T Competencies.

### **Action Step 1**

Monitor and support fidelity of literacy instruction in 9th and 10th grade content area courses to ensure that instruction is rigorous, incorporating authentic reading and performance tasks with specific comprehension, vocabulary and critical thinking focus.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, exit tickets and site generated assessments.

#### **Facilitator:**

Reading Contact and Language Arts Chair

#### **Participants:**

Teachers

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

Results of the Interim Assessments data reports and teacher made assessments will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 P.E.R.T test

## Plan to Monitor Effectiveness of G3.B1.S2

Results of the Interim Assessments data reports and teacher made assessments will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 P.E.R.T Test.

**G4.** The results of the 2013 FCAT Writing Test indicates that 67% of students scored at or above 3.5 proficiency. Our target goal for the 2013-2014 school in the FCAT Writing test is 70% scoring at or above 3.5 proficiency.

**G4.B1** As noted on the 2013 FCAT Writing 2.0 test, 67% of students scored at or above 3.5 proficiency. The area of deficiency on the 8th grade 2013 FCAT Writing 2.0 test was Writing Application due to student's inability to present detailed evidence, examples and reasoning to support effective arguments.

**G4.B1.S1** Students will develop writing techniques for a variety of audiences and purposes.

### Action Step 1

The students will develop writing techniques for a variety of audiences and purposes, use figurative and descriptive language to convey style and tone, understand how word connotations/denotations impact meaning, analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets and site generated assessments.

### Facilitator:

Language Arts Department Chair

### Participants:

Teacher

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

Results of the Pre/Post Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Writing Pre/Post Interim Assessments. Summative Assessments: Results from 2014 FCAT Writing 2.0 Test.

### **Plan to Monitor Effectiveness of G4.B1.S1**

Results of the Pre/Post Writing Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, FAIR test, District Pre/Post Writing Interim Assessments. Summative Assessments: Results from 2014 FCAT Writing 2.0 Test.

**G4.B2** As noted on the 2013 FCAT Writing 2.0 test, 67% of students scored at or above 3.5 proficiency. The area of deficiency on the 10th grade 2013 FCAT Writing 2.0 test was Conventions due to inability to create clarity by using combination of sentence structures to improve sentence fluency.

**G4.B2.S1** Students will be required to revise for clarity of content, organization and word choice.

### **Action Step 1**

Students will be required to revise for clarity of content, organization, and word choice, as well as, incorporate a selection of sentence variety and sentence combining activities in order to address the skills.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, exit tickets and site generated assessments.

#### **Facilitator:**

Language Arts Chair

#### **Participants:**

Teachers

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

Results of the Pre/Post Writing Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Pre/Post Interim Assessments. Summative Assessments: Results from 2014 FCAT Writing 2.0 Test.

## Plan to Monitor Effectiveness of G4.B2.S1

Results of the Pre/Post Writing Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The Literacy Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, Pre/Post District Writing Interim Assessments. Summative Assessments: Results from 2014 FCAT Writing 2.0 Test.

**G5.** The target goal for the 2013 FCAT Mathematics Test was 69% proficiency. The results of the 2013 FCAT Mathematics indicates that 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.

**G5.B1** The results of the 2013 FCAT Mathematics Test indicate that 61% in the Black Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 68%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B1.S1** Students will be provided with opportunities to use visual models to determine missing dimensions.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets, data chats and site-generated assessments

## Action Step 2

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets, data chats and site-generated assessments

### Facilitator:

Mathematics Department Chair

### Participants:

Teachers

## Action Step 3

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets, data chats and site-generated assessments

### Facilitator:

Mathematics Department Chair

### Participants:

Teachers



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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

### **Plan to Monitor Effectiveness of G5.B1.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G5.B2** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B2.S1** Develop students' ability to make sense of real world application problems involving geometry and measurements.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chairperson

**Participants:**

Teachers

## **Action Step 2**

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chairperson

### **Participants:**

Teachers

## **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, the students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chairperson

### **Participants:**

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

### **Plan to Monitor Effectiveness of G5.B2.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G5.B3** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B3.S1** Provide students with opportunities to use multiple representation to translate and model multi-step real world applications.

**Action Step 1**

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chairperson

**Participants:**

Teachers

## Action Step 2

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics Chairperson

### Participants:

Teachers

## Action Step 3

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics Chairperson

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

### **Plan to Monitor Effectiveness of G5.B3.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G5.B4** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B4.S1** Provide students opportunities to utilize problem-solving strategies to develop meaning and conceptual understanding in the areas of geometry and measurement.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chair

**Participants:**

Teachers



### **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

#### **Facilitator:**

Mathematics Chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B4.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

### Plan to Monitor Effectiveness of G5.B4.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G5.B5** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement.

**G5.B5.S1** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks.

#### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

## Action Step 2

Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics Chair

### Participants:

Teachers

## Action Step 3

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics Chair

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B5.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

### **Plan to Monitor Effectiveness of G5.B5.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B6** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Statistics and Probability.

**G5.B6.S1** Provide students with enrichment opportunities to evaluate hypothesis and conclusions.

**Action Step 1**

Provide students with enrichment opportunities to evaluate hypothesis and conclusions based on statistical samples and explain their thinking when providing solutions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**Action Step 2**

Develop thematic projects to help students make predictions based on experimental or theoretical probability of an independent or dependent event.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**Facilitator:**

Mathematics Chair

**Participants:**

Teachers

### **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

#### **Facilitator:**

Mathematics Chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B6.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

## Plan to Monitor Effectiveness of G5.B6.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B7** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement

**G5.B7.S1** Provide students will enrichment opportunities to extend their understanding of surface area and volume.

### Action Step 1

Provide students with enrichment opportunities to extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/ cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

## Action Step 2

Develop thematic projects to help students understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture).

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics Chair

### Participants:

Teachers

## Action Step 3

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics Chair

### Participants:

Teachers



### **Plan to Monitor Fidelity of Implementation of G5.B7.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

### **Plan to Monitor Effectiveness of G5.B7.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B8** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B8.S1** Support mathematical fluency and problem solving skills in the areas of geometry and measurement.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chair

**Participants:**

Teachers

### **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

#### **Facilitator:**

Mathematics chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B8.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

## Plan to Monitor Effectiveness of G5.B8.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B9** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Number: Base Ten

**G5.B9.S1** Support mathematics fluency and problem solving skills in the areas of rational numbers, number operations and properties.

### Action Step 1

Support mathematical fluency and problem solving skills in the areas of rational numbers, number operations and properties, and linear equations by providing time to practice and apply learned concepts in real-life situations.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students work, data chats, exit tickets and site-generated assessments

## **Action Step 2**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, decimals, number operations and properties.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Students work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Teachers

## **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Students work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B9.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

### **Plan to Monitor Effectiveness of G5.B9.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B10** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement

**G5.B10.S1** Support mathematical fluency and problem solving skills in the area of geometry and measurement

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chair

**Participants:**

Teachers

### **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

#### **Facilitator:**

Mathematics Chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B10.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.



## Plan to Monitor Effectiveness of G5.B10.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B11** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B11.S1** Support mathematical fluency and problem solving skills in the areas of geometry and measurement.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments.

## **Action Step 2**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments.

### **Facilitator:**

Mathematics Chair

### **Participants:**

Teachers

## **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments.

### **Facilitator:**

Mathematics Chair

### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B11.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

### **Plan to Monitor Effectiveness of G5.B11.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B12** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Statistics and Probability.

**G5.B12.S1** Promote a gradual release of responsibility to scaffold instruction and infuse prior knowledge.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics chair

**Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B12.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

### **Plan to Monitor Effectiveness of G5.B12.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B13** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement.

**G5.B13.S1** Develop lessons to scaffold instruction and infuse prior knowledge in the areas of geometry and measurements.

**Action Step 1**

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understanding to new understandings in the areas of geometry and measurements.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**Facilitator:**

Mathematics Chair

**Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B13.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

### **Plan to Monitor Effectiveness of G5.B13.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test.

**G5.B14** The results of the 2013 FCAT Mathematics Test indicate that 45% in the SWD Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 66%. The area of deficiency for the SWD subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B14.S1** Students will be provided with opportunities to use visual models to determine missing dimensions.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

**Action Step 2**

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

**Facilitator:**

Mathematics Chair

**Participants:**

Teachers



### **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

#### **Facilitator:**

Mathematics Chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B14.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessments, student data chats, exit tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

## Plan to Monitor Effectiveness of G5.B14.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessments, student data chats, exit tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G5.B15** The results of the 2013 FCAT Mathematics Test indicate that 61% in the ED Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 69%. The area of deficiency for the ED subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B15.S1** Students will be provided with opportunities to use visual models to determine missing dimensions.

### Action Step 1

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

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, exit tickets, data chats and site-generated assessments

## **Action Step 2**

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Teachers

## **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B15.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessments, student data chats, exit tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

### **Plan to Monitor Effectiveness of G5.B15.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessments, student data chats, exit tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Mathematics Test

**G6.** Our target goal for the 2013-2014 EOC is to increase Middle School participation to 53%. Our target goal for the 2013-2014 EOC is to maintain Middle School performance at 100%.

**G6.B1** As noted on the 2013 High School EOCs, the Middle School participation was 48%. The target goal for the 2014 High School EOC participation is 53%. The area of deficiency for Middle School participation in High School EOC is students limited knowledge of mathematics concepts necessary to advance.

**G6.B1.S1** Incorporate additional math intervention/enrichment strategies.

**Action Step 1**

Incorporate additional math intervention/enrichment strategies in the critical thinking class.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

student work, data chats, exit tickets and site-generated assessments.

**Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

student work, data chats, exit tickets and site-generated assessments.

**Facilitator:**

mathematics chair

**Participants:**

Teachers

### **Action Step 3**

Provide opportunities for math teachers to collaborate and plan vertically and horizontally.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student work, data chats, exit tickets and site-generated assessments.

#### **Facilitator:**

mathematics chair

#### **Participants:**

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 EOCs.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 EOCs.

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

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Effectiveness of G6.B1.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

**G6.B2** As noted on the 2013 High School EOCs, the Middle School performance in High School EOC was 100% proficiency. The target for the 2014 High School EOC performance is to maintain proficiency at 100%. The area of deficiency for Middle School performance in High School EOC is students was Reporting Category-Polynomial.

**G6.B2.S1** Provide opportunities for students to model real-world situations with polynomial equations.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chair

**Participants:**

Teacher



### **Action Step 3**

Students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

#### **Facilitator:**

Mathematics Chair

#### **Participants:**

Teacher

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 EOCs.

## Plan to Monitor Effectiveness of G6.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 EOCs.

**G7.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

**G7.B1** The results of the 2013 Algebra I EOC assessment indicates that 34% of students scored Level 3 proficiency. The targeted goal for the 2013-2014 in Algebra EOC is to increase Level 3 proficiency to 36%. The area of deficiency for students scoring Level 3 proficiency was Reporting Category-Polynomials.

**G7.B1.S1** Support mathematical fluency and problem solving skills in the areas simplifying polynomials and radical expressions by providing time to practice and apply learned concepts in real-life situations

### Action Step 1

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. Apply the laws of exponents to simplify monomial expressions with integral exponents.

### Person or Persons Responsible

Math Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

## Action Step 2

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

### Person or Persons Responsible

Math Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematics chair

### Participants:

Math Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

## Plan to Monitor Effectiveness of G7.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

**G7.B2** The results of the 2013 Algebra I EOC assessment indicates that 42% of students scored at or above Level 4 proficiency. The targeted goal for the 2013-2014 in Algebra EOC is to increase at or above Level 4 proficiency to 43%. The area of deficiency for students scoring at or above Level 4 proficiency was Reporting Category-Rationals, Radicals Quadratics and Discrete Mathematics.

**G7.B2.S1** Support mathematical fluency and problem solving skills in the areas of quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations.

### Action Step 1

Solve algebraic proportions in real world and mathematical contexts.

#### Person or Persons Responsible

Math Teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments.

## **Action Step 2**

Students will participate in achievement/data chats to identify areas of strength and weaknesses.

### **Person or Persons Responsible**

Math Teachers

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments.

### **Facilitator:**

Mathematics chair

### **Participants:**

Math Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

## Plan to Monitor Effectiveness of G7.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

**G8.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

**G8.B1** The results of the 2013 Geometry EOC assessment indicates that 23% of students scored Level 3 proficiency. The targeted goal for the 2013-2014 in Geometry EOC is to increase Level 3 proficiency to 26%. The area of deficiency for students scoring Level 3 proficiency was Reporting Category-Trigonometry and Discrete Mathematics.

**G8.B1.S1** Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real world problems involving right triangles.

### Action Step 1

Provide opportunities for students to identify the converse, inverse or contrapositive of a given statement.

#### Person or Persons Responsible

Math Teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

## **Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

### **Person or Persons Responsible**

Math Teachers

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

mathematics chair

### **Participants:**

Math Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

## Plan to Monitor Effectiveness of G8.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

**G8.B2** The results of the 2013 Geometry EOC assessment indicates that 31% of students scored at or above Level 4 proficiency. The targeted goal for the 2013-2014 in Geometry EOC is to increase at or above Level 4 proficiency to 32%. The area of deficiency for students scoring at or above Level 4 proficiency was Reporting Category-Three Dimensional Geometry.

**G8.B2.S1** Support mathematical fluency and problem solving skills in situations involving solids and justifying and applying formulas to determine surface area, lateral area and volume of solids.

### Action Step 1

Provide opportunities for students to identify and determine types of faces and the number of faces, edges, or vertices of a given polyhedron.

### Person or Persons Responsible

Math Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

student work, data chats, exit tickets and site-generated assessments



## Action Step 2

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

### Person or Persons Responsible

Math Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

student work, data chats, exit tickets and site-generated assessments

### Facilitator:

Mathematic Chair

### Participants:

Math Teacher

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

## Plan to Monitor Effectiveness of G8.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

**G9.** The target goal for the 2013 High School Mathematics EOCs was 69% proficiency. The results of the 2013 High School Mathematics EOCs is 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.

**G9.B1** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

**G9.B1.S1** Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations

### Action Step 1

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts

#### Person or Persons Responsible

Math Teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

student work, data chats, exit tickets and sited-generated assessments

## Action Step 2

Students will participate in achievement/data chats to identify areas of strengths and weaknesses

### Person or Persons Responsible

Math Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

student work, data chats, exit tickets and sited-generated assessments

### Facilitator:

Mathematics chair

### Participants:

Math Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments

### Plan to Monitor Effectiveness of G9.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments

**G9.B2** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

**G9.B2.S1** Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real world problems involving right triangles

#### Action Step 1

Provide opportunities for students to identify the converse, inverse or contrapositive of a given statement

#### Person or Persons Responsible

Math teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site generated assessments

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed

#### **Person or Persons Responsible**

The School Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessments, student data chats, exit tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC Assessments

### **Plan to Monitor Effectiveness of G9.B2.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team and MTSS/RTI team will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessments, student data chats, exit tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

**G10.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The target goal for the 2013-2014 is to increase graduates scoring "college ready" to 65%

**G10.B1** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The area of deficiency for students not scoring "college ready" in Math on the P.E.R.T is due to difficulty using mathematical practices that support mathematical fluency and problem-solving proficiency.

**G10.B1.S1** Review previously learned mathematical concepts.

**Action Step 1**

Provide support to students as they make sense of problems and persevere in solving them and provide context for mathematical exploration and development of student understanding on all areas of the P.E.R.T

**Person or Persons Responsible**

Math teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

Mathematics Chair

**Participants:**

Math teachers

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

Results of the Teacher-made assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

**Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats and Exit Tickets Summative Assessments: Results from 2014 P.E.R.T assessment.

### Plan to Monitor Effectiveness of G10.B1.S1

Results of the Teacher-made assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats and Exit Tickets Summative Assessments: Results from 2014 P.E.R.T assessment.

**G11.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

**G11.B1** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%. The area of deficiency as noted on the administration of the 2013 Algebra I EOC was Reporting Category-Polynomial

**G11.B1.S1** Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

#### Action Step 1

Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts

#### Person or Persons Responsible

Math Teacher

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

student work, data chats, exit ticket and site-generated assessments

## Action Step 2

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

### Person or Persons Responsible

Math Teacher

### Target Dates or Schedule

ongoing

### Evidence of Completion

student work, data chats, exit ticket and site-generated assessments

### Facilitator:

Mathematics Chair

### Participants:

Math Teacher

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.



### Plan to Monitor Effectiveness of G11.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Algebra I EOC assessments.

**G12.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

**G12.B1** As noted on the 2013 Geometry EOC, 54% of students scored proficiency. The target goal of the 2013-2014 school year in Geometry is to increase student proficiency by 58%. The area of deficiency for students on the Geometry EOC assessment was Reporting Category-Trigonometry and Discrete Mathematics.

**G12.B1.S1** Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real-world problems involving right triangles.

#### Action Step 1

Identify the converse, inverse, or contrapositive of a given statement and determine whether two propositions are logically equivalent in mathematical or real-world contexts.

#### Person or Persons Responsible

Math Teacher

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

## **Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

### **Person or Persons Responsible**

Math Teacher

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Math Teacher

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

## Plan to Monitor Effectiveness of G12.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Geometry EOC assessments.

**G13.** The results of the 2013 FCAT Science indicates that 65% of Middle School students achieved proficiency. Our target goal for the 2013-2014 school year is 68% proficiency.

**G13.B1** As noted in the 8th grade 2013 FCAT 2.0 Science test, 33% scored Level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 35%. The area of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Nature of Science.

**G13.B1.S1** Students will be able to identify the test and outcome variables, differentiate experiments and investigations.

### Action Step 1

Students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

District Science Department

### Participants:

Science Teachers

## **Action Step 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

### **Person or Persons Responsible**

Science Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Science Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Science assessment.

## Plan to Monitor Effectiveness of G13.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Science assessment.

**G13.B2** As noted in the 8th grade 2013 FCAT 2.0 Science test, 32% scored at or above Level 4. Our target goal for the 2013-2014 school year is to increase students scoring at or above Level 4 to 33%. The area of deficiency for students scoring at or above Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Physical Science

**G13.B2.S1** Students will be able to classify substances by physical properties.

### Action Step 1

Provide opportunities for students to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

### Facilitator:

District Science Department

### Participants:

Science Teachers

## **Action Step 2**

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

### **Person or Persons Responsible**

Science Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

District Science Department

### **Participants:**

Science Teachers

## **Action Step 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses

### **Person or Persons Responsible**

Science Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

Mathematics Chair

### **Participants:**

Science Teachers

### **Plan to Monitor Fidelity of Implementation of G13.B2.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Science assessment.

### **Plan to Monitor Effectiveness of G13.B2.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 FCAT 2.0 Science assessment.

**G14.** The results of the 2013 Biology EOC indicates that 80% of High School students achieved proficiency. Our target goal for the 2013-2014 school year is 81% proficiency.

**G14.B1** The results of the 2013 Biology EOC Test indicate that 42% of students achieved level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%. The area of deficiency for students scoring at level 3 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Molecular and Cellular Biology.

**G14.B1.S1** Students will compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules and differentiate reactants.

### **Action Step 1**

Provide opportunities for students to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules and differentiate reactants, products and functions of photosynthesis and cellular respiration.

#### **Person or Persons Responsible**

Science Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments



## **Action Step 2**

Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for science and the process of doing science for students and allow them to make connections to real-life experiences and explain and write about their results and the experiences.

### **Person or Persons Responsible**

Science Teacher

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

District Science Department

### **Participants:**

Science Teacher

## **Action Step 3**

Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum

### **Person or Persons Responsible**

Science Teacher

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **Facilitator:**

District Science Department

### **Participants:**

Science Teacher

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Biology EOC assessment.

### **Plan to Monitor Effectiveness of G14.B1.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Biology EOC assessment.

**G14.B2** The results of the 2013 Biology EOC Test indicate that 38% of students achieved at or above Level 4. Our goal for the 2013-2014 school year is to increase Level 4 or above proficiency to 38%. The area of deficiency for students scoring at level 4 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Classification, Heredity, Evolution

**G14.B2.S1** Students will be able to identify evidence that supports the scientific theory of evolution.

**Action Step 1**

Provide students with the opportunities to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection and analyze patterns of inheritance.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Monitor and support the implantation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Facilitator:**

District Science Department

**Participants:**

Science Teacher

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Biology EOC assessment.

### **Plan to Monitor Effectiveness of G14.B2.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, labs, student data chats, Exit Tickets, District Baseline and Interim Assessments. Summative Assessments: Results from 2014 Biology EOC assessment.

**G15.** The results of the 2013 STEM data indicates that 3 of STEM-related experiences were provided to students and 43% participated. Our target goal for the 2013-2014 school year is to provide 6 experiences and achieve 50% participation.

**G15.B1** As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for students was 3. This was due to insufficient enrollment in STEM related competitions and limited availability of higher level science courses. Our target goals is to increase student experiences to 6.

**G15.B1.S1** Provide opportunities for students to participate in school offered science courses, County/District Wide competitions and Science Fairs.

### **Action Step 1**

Implement school-wide activities that insure all standards are being taught with rigor and STEM practices are implemented with fidelity in all classrooms.

#### **Person or Persons Responsible**

Science Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated experiences.

### **Action Step 2**

Continue to offer advanced/honors science and Physical Science to all middle school students.

#### **Person or Persons Responsible**

Science Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated experiences.

#### **Facilitator:**

District Science Department

#### **Participants:**

Science Teacher

### **Action Step 3**

Increase participation in AP Environmental science and Physics in High School.

#### **Person or Persons Responsible**

Science Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated experiences.

#### **Facilitator:**

District Science Department

#### **Participants:**

Science Teacher

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

Increase number of students successfully participating in Advanced courses and competitions.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Student enrollment and successful progress in advanced courses. Student participation in STEM related events.

## Plan to Monitor Effectiveness of G15.B1.S1

Increase number of students successfully participating in Advanced courses and competitions.

### Person or Persons Responsible

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Student enrollment and successful progress in advanced courses. Student participation in STEM related events.

**G15.B2** As noted on the analysis of STEM data, the percentage of students that participated in STEM-related experiences was 43%. This was due to students participating in other art related competitions and events as well as limited availability of higher level science courses. Our targeted goal is to increase student participation to 50%.

**G15.B2.S1** Provide opportunities for students to participate in District STEM events and increase Advanced Placement science courses.

### Action Step 1

Provide opportunities for students to participate in County/District Wide competitions and Science Fairs.

### Person or Persons Responsible

Science Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

student work and student participation in STEM related events.

**Action Step 2**

Increase participation in AP Environmental science and Physics in High School.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

student work and student participation in advanced courses.

**Action Step 3**

Implement school-wide activities that insure all standards are being taught with rigor and STEM practices are implemented with fidelity in all classrooms.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

student work and student participation in advanced courses.

**Facilitator:**

District Science Department

**Participants:**

Science Teacher



### **Plan to Monitor Fidelity of Implementation of G15.B2.S1**

Increase number of students successfully participating in Advanced courses and competitions.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Student enrollment and successful progress in advanced courses. Student participation in STEM related events.

### **Plan to Monitor Effectiveness of G15.B2.S1**

Increase number of students successfully participating in Advanced courses and competitions.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Student enrollment and successful progress in advanced courses. Student participation in STEM related events.

**G16.** The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to achieve 15% enrollment and 100% completion rate.

**G16.B1** The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. The area of deficiency for students was the lack of accelerated STEM-related courses available at the school.

**G16.B1.S1** Engage students in hands-on, real-world STEM applications through new accelerated courses offered

### **Action Step 1**

Implement school-wide activities that insure all standards are being taught with rigor and STEM practices are implemented with fidelity in all classrooms.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, labs, data chats, exit tickets and site-generated assessments

### **Action Step 2**

Continue to offer advanced/honors science and Physical Science to all middle school students.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, labs, data chats, exit tickets and site-generated assessments

#### **Facilitator:**

District Science Department and Advanced Academics

#### **Participants:**

Science Teachers

### **Action Step 3**

Provide the opportunity for students to participation in AP Environmental Science and Physics in High School.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, labs, data chats, exit tickets and site-generated assessments

#### **Facilitator:**

District Science Department and Advanced Academics

#### **Participants:**

Science Teachers

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

Results of in class exams will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Student enrollment and successful progress in advanced courses. Student participation in STEM related events. Advance Placement Exams for STEM related courses.

### **Plan to Monitor Effectiveness of G16.B1.S1**

Results of in class exams will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Student enrollment and successful progress in advanced courses. Student participation in STEM related events. Advance Placement Exams for STEM related courses.

**G17.** Our goal for the 2013-2014 school year is to increase student opportunities in Career/Art related internships and advanced courses.

**G17.B1** Identification of local businesses able to accommodate students for internships.

**G17.B1.S1** Increase Community awareness and participation.

#### **Action Step 1**

Increase community participation in school sponsored showcases/events.

#### **Person or Persons Responsible**

Administration and Arts Chairperson

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

2013-2014 Student participation in Internships and Partnerships

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

Increase student participation in internships

**Person or Persons Responsible**

Administration and Arts Chairperson

**Target Dates or Schedule**

On-going

**Evidence of Completion**

2013-2014 Student Internships

### Plan to Monitor Effectiveness of G17.B1.S1

Increase student participation in Internships

**Person or Persons Responsible**

Administration and Arts Chairperson

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Internships

**G18.** The results of the 2013 Civics EOC indicates that 3% of students scored proficiency on the 2013 Baseline Assessment. Our target goal for the 2013-2014 school year is to increase the percentage of students achieving at or above Level 3 proficiency to 60%

**G18.B1** The results of the 2013 Civics EOC indicates that 3% of students scored proficiency on the 2013 Baseline Assessment. Our target goal for the 2013-2014 school year is to increase the percentage of students achieving at or above Level 3 proficiency to 60%The area of deficiency for students as noted on the administration of the 2013 Civics EOC was Reporting Category-Roles, Rights, and Responsibilities.

**G18.B1.S1** Evaluate the roles, rights, and responsibilities of United States citizens. Utilize primary source documents.

### **Action Step 1**

Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

#### **Person or Persons Responsible**

Civics Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

### **Action Step 2**

Provide students with enrichment activities allowing opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned position.

#### **Person or Persons Responsible**

Civics Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, Exit Tickets, District Civics Baseline and Interim Assessments. Summative Assessments: Results from 2014 Civics EOC assessment.

### **Plan to Monitor Effectiveness of G18.B1.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, Exit Tickets, District Civics Baseline and Interim Assessments. Summative Assessments: Results from 2014 Civics EOC assessment.

**G19.** The results of the 2013 U.S. History EOC indicates that 3% of students scored at or above the middle third.. Our target goal for the 2013-2014 school in the U.S. History EOC is 60% scoring at or above the middle third.

**G19.B1** The results of the 2013 U.S. History EOC indicates that 3% of students scored at or above the middle third.. Our target goal for the 2013-2014 school in the U.S. History EOC is 60% scoring at or above the middle third. The area of deficiency for students as noted on the administration of the 2013 U.S History EOC was Reporting Category-The U.S. & Defense of the International Peace due to the inability to analyze the foreign policy of the United States as it relates to the world.

**G19.B1.S1** Introduce historical documents and other relevant stimuli.

**Action Step 1**

Evaluate the social, political and economic impact of the United States foreign policy.

**Person or Persons Responsible**

U.S. History Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**Action Step 2**

Provide opportunities for students to analyze and understand their own performance data for interim assessments in order to maximize understanding of content strengths and areas in need of performance

**Person or Persons Responsible**

U.S. History Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments



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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, Exit Tickets, District U.S. History Baseline and Interim Assessments. Summative Assessments: Results from 2014 U.S. History EOC assessment.

### **Plan to Monitor Effectiveness of G19.B1.S1**

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Teacher assessment, Exit Tickets, District U.S. History Baseline and Interim Assessments. Summative Assessments: Results from 2014 U.S. History EOC assessment.

**G20.** Our goal in Middle School is increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

**G20.B1** Our school recognizes that student academic development is correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled.

**G20.B1.S1** Provide on-going counseling to track and monitor attendance, academics, and behavior.

**Action Step 1**

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

**Person or Persons Responsible**

MTSS/RTI team, administration and attendance manager will monitor attendance.

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Bulletin, Attendance Report and Gradebook

**Action Step 2**

Students who receive two or more behavioral referrals with receive counseling and parent/student conference.

**Person or Persons Responsible**

MTSS/RTI team, administration and Guidance Counselor will monitor student behavior.

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Discipline log and student violation forms

### **Action Step 3**

Students will be recognized for their positive contribution to the school culture through various social media and grade-level assemblies.

#### **Person or Persons Responsible**

MTSS/RTI team, administration and Guidance Counselor will recognize students for attendance, outstanding citizenship and performance.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

School social media, recognition list

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

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation of identified action steps.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Attendance Reports, Daily Attendance Reports, Parent contact logs

### **Plan to Monitor Effectiveness of G20.B1.S1**

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation of the identified action steps.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Attendance Reports ,Daily Attendance Bulletin and parent contact logs

**G20.B2** Students and Parents limited knowledge of the Student Code of Conduct.

**G20.B2.S1** Inform parents and students of the Student Code of Conduct and school expectations.

**Action Step 1**

Conduct grade-level assemblies to provide students with school expectations and policies.

**Person or Persons Responsible**

MTSS/RTI team, Administration and Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assembly attendance

**Action Step 2**

Conduct a parent/student orientation to provide school information, expectations and policies

**Person or Persons Responsible**

MTSS/RTI team, Administration and Teachers

**Target Dates or Schedule**

Before school begins and Mid-year

**Evidence of Completion**

Orientation Attendance

**Action Step 3**

Student Interventions

**Person or Persons Responsible**

Guidance Counselor and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student violation forms and contact logs

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

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

#### Person or Persons Responsible

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Violations and parent contact logs

### Plan to Monitor Effectiveness of G20.B2.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

#### Person or Persons Responsible

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student Violation Forms and parent contact logs

### G20.B3 Student inability to stay for After-School Tutoring due to distance and transportation.

#### G20.B3.S1 Provide students with intervention/enrichment opportunities during school hours

##### Action Step 1

Provide students will an 2 additional courses focusing on Mathematic and Language Arts to provide additional interventions/enrichment opportunities

##### Person or Persons Responsible

Teachers

##### Target Dates or Schedule

ongoing

##### Evidence of Completion

gradebook

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

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress as well as district interim assessments.

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Gradebook, district interim assessments and FCAT/EOC assessments

### **Plan to Monitor Effectiveness of G20.B3.S1**

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress as well as district interim assessments.

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Gradebook, district interim assessments and FCAT/EOC assessments

**G21.** Our goal in High School is increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

**G21.B1** Our school recognizes that student academic development is correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled.

**G21.B1.S1** Provide on-going counseling to track and monitor attendance, academics, and behavior.

**Action Step 1**

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

**Person or Persons Responsible**

MTSS/RTI team, administration and attendance manager will monitor attendance.

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Bulletin, Attendance Report and Gradebook

**Action Step 2**

Students who receive two or more behavioral referrals will receive counseling and parent/student conference

**Person or Persons Responsible**

MTSS/RTI team, administration and Guidance Counselor will monitor student behavior

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Discipline log, student violation forms and Student Case Management Forms

### **Action Step 3**

Students will be recognized for their positive contribution to the school culture through various social media and grade level assemblies.

#### **Person or Persons Responsible**

MTSS/RTI team, administration and attendance manager will recognize students for attendance, outstanding citizenship and performance

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

school social media, website and recognition list

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

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation of identified action steps.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Attendance Reports, Daily attendance Bulletin report, parent contact logs.

### **Plan to Monitor Effectiveness of G21.B1.S1**

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor student progress

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation of identified action steps.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Attendance reports



**G22.** Using the criteria for the federal uniform graduation rate, 89% of students should graduate in 4 years, and 93% of students will in 5 years.

**G22.B1** At-risk students are not familiar with the resources available for students to meet graduation requirements.

**G22.B1.S1** Students and parents will be informed of graduation requirements and student progress.

**Action Step 1**

Guidance Counselor and Administration will identify and meet with at-risk students to discuss Student Progression Plan, credit-recovery options and progress.

**Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Progression, gradebook and graduation

**Action Step 2**

Guidance Counselor and Administration will host informational meetings and assemblies regarding the Student Progression Plan and graduation requirements

**Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Progression, gradebook and graduation

### **Action Step 3**

The Guidance Counselor will utilize the Naviance Program to assist students and parents to find college and career pathways that are right for them.

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Naviance Program, student progress and graduation

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

High School students grades/requiremetns will be monitored to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

student progress, gradebook and graduation

### **Plan to Monitor Effectiveness of G22.B1.S1**

High School students grades/requiremetns will be monitored to ensure progress is being made and to make adjustments as needed.

#### **Person or Persons Responsible**

The School Leadership Team and Administration will be responsible for monitoring the implementation the identified action steps.

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student progress, gradebook and graduation

**G23.** The goal for the 2013-2014 school year is to increase parent engagement opportunities, attendance and participation at the school.

**G23.B1** Parents lack of participation at school is due to their employment hours and/or school distance.

**G23.B1.S1** Utilize various social media to inform parents of upcoming events.

**Action Step 1**

Update the school website to announce all school events and important information.

**Person or Persons Responsible**

Activities Director and Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Parent Participation and sign-in sheets

**Action Step 2**

Update the school website to include a teacher link for important class information and assignments

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Parent Participation, sign-in sheets, teacher conference logs.

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

The process to determine effectiveness will be to collect and monitor sign-in sheets and parent participation at school events.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

when applicable

#### **Evidence of Completion**

Parent sign-in sheets, teacher parent logs and parent participation

### **Plan to Monitor Effectiveness of G23.B1.S1**

The process to determine effectiveness will be to collect and monitor sign-in sheets and parent participation at school events.

#### **Person or Persons Responsible**

The School Leadership Team, MTSS/RTI team and administrators will monitor the implementation of the identified strategies

#### **Target Dates or Schedule**

when applicable

#### **Evidence of Completion**

Parent sign-in sheets, teacher parent logs and parent participation

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The target goal for the 2013 FCAT Reading 2.0 Test was 79% proficiency. The results of the 2013 FCAT Reading 2.0 Test indicates that 83% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 83% proficiency.

**G1.B1** As noted in the 2013 FCAT 2.0 Reading Test, 73% in the Black subgroup made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase the percentage of students in the Black subgroup making learning gains to 80%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 1- Vocabulary due to limited depth of literacy and range of vocabulary.

**G1.B1.S1** Students will determine meaning of words and phrases as they are used in a text.

### PD Opportunity 1

Students will determine meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analysis the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

#### Facilitator

Reading Contact and Language Arts Department Chair

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, exit tickets and site generated assessments

**G1.B2** As noted in the 2013 FCAT 2.0 Reading Test, 73% in the Black subgroup made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase the percentage of students in the Black subgroup making learning gains to 80%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text/Research Process due to limited exposure to informational text.

**G1.B2.S1** Students will delineate and evaluate the argument and specific claims in a text.

**PD Opportunity 1**

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Facilitator**

Reading contact and Language arts Department Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students work, Exit tickets and site generated assessments.

**G1.B3** As noted in the 2013 FCAT 2.0 Reading Test, 31% scored FCAT Level 3. The targeted goal for the 2014 FCAT 2.0 is to increase Level 3 proficiency by 32%. The area of deficiency for Middle School students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B3.S1** Students will compare and contrast for understanding and purpose.

**PD Opportunity 1**

Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.

**Facilitator**

Reading Contact and Language Arts Department Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, Exit tickets and site generated assessments

**PD Opportunity 2**

Students will compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

**Facilitator**

Reading Contact and Language Arts Department Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, Exit tickets and site generated assessments

**G1.B4** As noted in the 2013 FCAT 2.0 Reading Test, 31% scored FCAT Level 3. The targeted goal for the 2014 FCAT 2.0 is to increase Level 3 proficiency by 32%. The area of deficiency for High School students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

**G1.B4.S1** Students will delineate and evaluate the argument and specific claims in a text.

**PD Opportunity 1**

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Facilitator**

Reading Contact and Language Arts Department Chair

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments.



**G1.B5** As noted in the 2013 FCAT 2.0 Reading Test, 51% scored at or above FCAT Level 4. The targeted goal for the 2014 FCAT 2.0 is to increase Level 4 or above proficiency by 52%. The area of deficiency for Middle School students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 3: Literary Analysis-Fiction/Non-Fiction due to limited exposure to literary elements and figurative language.

**G1.B5.S1** Students will analyze various authors writing in a text for comparison and contrast.

**PD Opportunity 1**

Students will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Facilitator**

Reading contact and Language Arts Department Chair.

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments.

**G1.B6** As noted in the 2013 FCAT 2.0 Reading Test, 51% scored at or above FCAT Level 4. The targeted goal for the 2014 FCAT 2.0 is to increase Level 4 or above proficiency by 52%. The area of deficiency for High School students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 3: Literary Analysis-Fiction/Non-Fiction due to limited exposure to literary elements and figurative language.

**G1.B6.S1** Students will analyze how and author's choices effect the development of a text.

### **PD Opportunity 1**

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

#### **Facilitator**

Reading Contact and Language Arts Department Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students work, exit tickets and site generated assessments

**G1.B7** As noted in the 2013 FCAT 2.0 Reading Test, 78% of students made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains by 80%. The area of deficiency for Middle School students making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose

**G1.B7.S1** Students will compare and contrast text through various mediums.

**PD Opportunity 1**

Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.

**Facilitator**

Reading Contact and Language Arts Department Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments.

**G1.B8** As noted in the 2013 FCAT 2.0 Reading Test, 78% of students made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains by 80%. The area of deficiency for High School students making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

**G1.B8.S1** Students will evaluate the argument and specific claims in a text.

### **PD Opportunity 1**

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### **Facilitator**

reading contact and language arts chairperson

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students work, exit tickets and site generated assessments

**G1.B9** As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for Middle School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B9.S1** Students will compare and contrast text utilizing various mediums.

**PD Opportunity 1**

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

**Facilitator**

Reading Contact and Language Arts Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**G1.B10** As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for High School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due difficulty in understanding the question-answer relationship in text.

**G1.B10.S1** Students will analyze the structure an author uses to organize text.

**PD Opportunity 1**

Students will analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

**Facilitator**

Reading Contact and Language Arts Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**PD Opportunity 2**

Teachers will use the FAIR data to differentiate instruction in Language Arts Class, study skills and Intensive Reading.

**Facilitator**

Reading Contact and Language Arts Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**G2.** The target goal for the 2013-2014 CELLA test is to achieve 78% proficiency in Listening/Speaking, 58% in Reading, 74% in Writing.

**G2.B1** As noted in the 2013 CELLA Test, 76% of ELL students scored proficient in Listening/Speaking. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Listening/Speaking to 78%. The area of deficiency as noted on the 2013 CELLA test was on Listening/Speaking due to limited opportunity to listen and speak academic English outside the classroom.

**G2.B1.S1** Teachers will use expansion paraphrase and repetition to model proper use of language.

**PD Opportunity 1**

Teacher/Student/Modeling, and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

**Facilitator**

Reading contact and Language arts Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**G2.B2** As noted in the 2013 CELLA Test, 53% of ELL students scored proficient in Reading. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Reading to 58%. The area of deficiency as noted on the 2013 administration of the CELLA test was on Reading due to limited opportunity to read in English outside the classroom.

**G2.B2.S1** Teachers will activate prior knowledge and differentiate instruction to improve reading comprehension.

**PD Opportunity 1**

Teachers will activate prior knowledge and differentiate instruction when presenting new material.

**Facilitator**

ELL Specialist and Language Arts Department Chair

**Participants**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student work, exit tickets and site generated assessments

**G2.B2.S2** Teachers will focus on key vocabulary to increase vocabulary development

**PD Opportunity 1**

Teachers will focus on key vocabulary, present vocabulary with context clues and utilize word walls/ word banks to increase vocabulary development

**Facilitator**

ELL specialist and Language Arts Chair

**Participants**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

student work, exit tickets and site generated assessments



**G2.B3** As noted in the 2013 CELLA Test, 71% of ELL students scored proficient in Writing. The targeted goal for the 2014 CELLA is to increase students scoring proficiency in Writing to 74%. The area of deficiency as noted on the 2013 administration of the CELLA Test was on Writing due to limited opportunity to write academic English outside the classroom.

**G2.B3.S1** Teachers will incorporate the Process Writing Strategy to writing assignments.

**PD Opportunity 1**

Utilizing the Process Writing Strategy, students write in the following steps: planning, drafting, revising, editing, and publishing, as well as, sharing and responding to writing.

**Facilitator**

ELL specialist and Language Arts Chair

**Participants**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

students writing samples, exit tickets and site generated assessments

**G3.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates the 67% of graduates scored "college ready". The target goal for 2014 is 70% of graduates scoring "college ready".

**G3.B1** As noted in the 2013 P.E.R.T test, 67% of students scored "college ready". The area of deficiency for students not scoring "college ready" in Reading on the 2013 administration of the P.E.R.T was due to difficulty in determining the main idea and/or the essential meaning in grade-level text or higher and limited knowledge of the P.E.R.T competencies.

**G3.B1.S2** Develop additional practice performance items aligned to P.E.R.T Competencies.

### **PD Opportunity 1**

Monitor and support fidelity of literacy instruction in 9th and 10th grade content area courses to ensure that instruction is rigorous, incorporating authentic reading and performance tasks with specific comprehension, vocabulary and critical thinking focus.

#### **Facilitator**

Reading Contact and Language Arts Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, exit tickets and site generated assessments.

**G4.** The results of the 2013 FCAT Writing Test indicates that 67% of students scored at or above 3.5 proficiency. Our target goal for the 2013-2014 school in the FCAT Writing test is 70% scoring at or above 3.5 proficiency.

**G4.B1** As noted on the 2013 FCAT Writing 2.0 test, 67% of students scored at or above 3.5 proficiency. The area of deficiency on the 8th grade 2013 FCAT Writing 2.0 test was Writing Application due to student's inability to present detailed evidence, examples and reasoning to support effective arguments.

**G4.B1.S1** Students will develop writing techniques for a variety of audiences and purposes.

### **PD Opportunity 1**

The students will develop writing techniques for a variety of audiences and purposes, use figurative and descriptive language to convey style and tone, understand how word connotations/denotations impact meaning, analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing.

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets and site generated assessments.

**G4.B2** As noted on the 2013 FCAT Writing 2.0 test, 67% of students scored at or above 3.5 proficiency. The area of deficiency on the 10th grade 2013 FCAT Writing 2.0 test was Conventions due to inability to create clarity by using combination of sentence structures to improve sentence fluency.

**G4.B2.S1** Students will be required to revise for clarity of content, organization and word choice.

### **PD Opportunity 1**

Students will be required to revise for clarity of content, organization, and word choice, as well as, incorporate a selection of sentence variety and sentence combining activities in order to address the skills.

#### **Facilitator**

Language Arts Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, exit tickets and site generated assessments.

**G5.** The target goal for the 2013 FCAT Mathematics Test was 69% proficiency. The results of the 2013 FCAT Mathematics indicates that 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.

**G5.B1** The results of the 2013 FCAT Mathematics Test indicate that 61% in the Black Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 68%. The area of deficiency for the Black subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B1.S1** Students will be provided with opportunities to use visual models to determine missing dimensions.

### **PD Opportunity 1**

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

#### **Facilitator**

Mathematics Department Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Department Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

**G5.B2** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B2.S1** Develop students' ability to make sense of real world application problems involving geometry and measurements.

**PD Opportunity 1**

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

**Facilitator**

Mathematics Chairperson

**Participants**

Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**PD Opportunity 2**

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

**Facilitator**

Mathematics Chairperson

**Participants**

Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **PD Opportunity 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, the students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Chairperson

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B3** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B3.S1** Provide students with opportunities to use multiple representation to translate and model multi-step real world applications.

### **PD Opportunity 1**

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

#### **Facilitator**

Mathematics Chairperson

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

## **PD Opportunity 2**

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

### **Facilitator**

Mathematics Chairperson

### **Participants**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

## **PD Opportunity 3**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

### **Facilitator**

Mathematics Chairperson

### **Participants**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments



**G5.B4** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 43%. The area of deficiency for students scoring at achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B4.S1** Provide students opportunities to utilize problem-solving strategies to develop meaning and conceptual understanding in the areas of geometry and measurement.

### **PD Opportunity 1**

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B5** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B5.S1** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks.

### **PD Opportunity 1**

Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B6** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Statistics and Probability.

**G5.B6.S1** Provide students with enrichment opportunities to evaluate hypothesis and conclusions.

**PD Opportunity 1**

Develop thematic projects to help students make predictions based on experimental or theoretical probability of an independent or dependent event.

**Facilitator**

Mathematics Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

**Facilitator**

Mathematics Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**G5.B7** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved at or above Achievement Level 4. Our goal for the 2013-2014 school year is to increase at or above Achievement Level 4 student proficiency to 32%. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement

**G5.B7.S1** Provide students will enrichment opportunities to extend their understanding of surface area and volume.

**PD Opportunity 1**

Develop thematic projects to help students understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture).

**Facilitator**

Mathematics Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

**Facilitator**

Mathematics Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B8** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B8.S1** Support mathematical fluency and problem solving skills in the areas of geometry and measurement.

**PD Opportunity 1**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

**Facilitator**

Mathematics Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

**Facilitator**

Mathematics chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B9** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Number: Base Ten

**G5.B9.S1** Support mathematics fluency and problem solving skills in the areas of rational numbers, number operations and properties.

### **PD Opportunity 1**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, decimals, number operations and properties.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students work, data chats, exit tickets and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students work, data chats, exit tickets and site-generated assessments

**G5.B10** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 75% of students made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics to 78%. The area of deficiency for students making learning gains as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement

**G5.B10.S1** Support mathematical fluency and problem solving skills in the area of geometry and measurement

### **PD Opportunity 1**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B11** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B11.S1** Support mathematical fluency and problem solving skills in the areas of geometry and measurement.

### **PD Opportunity 1**

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments.

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments.



**G5.B12** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Mathematics Test was Reporting Category-Statistics and Probability.

**G5.B12.S1** Promote a gradual release of responsibility to scaffold instruction and infuse prior knowledge.

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G5.B13** The results of the 2013 FCAT 2.0 Mathematics Test indicates the 70% of students of the lowest 25% made learning gains in mathematics. Our goal for the 2013-2014 school year is to increase the lowest 25% learning gains in mathematics to 73%. The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 8th grade FCAT 2.0 Mathematics Test was Reporting Category- Geometry and Measurement.

**G5.B13.S1** Develop lessons to scaffold instruction and infuse prior knowledge in the areas of geometry and measurements.

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessment.

**G5.B14** The results of the 2013 FCAT Mathematics Test indicate that 45% in the SWD Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 66%. The area of deficiency for the SWD subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B14.S1** Students will be provided with opportunities to use visual models to determine missing dimensions.

### **PD Opportunity 1**

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

**G5.B15** The results of the 2013 FCAT Mathematics Test indicate that 61% in the ED Subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 69%. The area of deficiency for the ED subgroup(s) as noted on the 2013 administration of the Middle School FCAT 2.0 Mathematics Test was Reporting Category-Geometry and Measurement.

**G5.B15.S1** Students will be provided with opportunities to use visual models to determine missing dimensions.

### **PD Opportunity 1**

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses. Utilizing the data, students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment

#### **Facilitator**

Mathematics Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, exit tickets, data chats and site-generated assessments

**G6.** Our target goal for the 2013-2014 EOC is to increase Middle School participation to 53%. Our target goal for the 2013-2014 EOC is to maintain Middle School performance at 100%.

**G6.B1** As noted on the 2013 High School EOCs, the Middle School participation was 48%. The target goal for the 2014 High School EOC participation is 53%. The area of deficiency for Middle School participation in High School EOC is students limited knowledge of mathematics concepts necessary to advance.

**G6.B1.S1** Incorporate additional math intervention/enrichment strategies.

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses

#### **Facilitator**

mathematics chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student work, data chats, exit tickets and site-generated assessments.

### **PD Opportunity 2**

Provide opportunities for math teachers to collaborate and plan vertically and horizontally.

#### **Facilitator**

mathematics chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student work, data chats, exit tickets and site-generated assessments.

**G6.B2** As noted on the 2013 High School EOCs, the Middle School performance in High School EOC was 100% proficiency. The target for the 2014 High School EOC performance is to maintain proficiency at 100%. The area of deficiency for Middle School performance in High School EOC is students was Reporting Category-Polynomial.

**G6.B2.S1** Provide opportunities for students to model real-world situations with polynomial equations.

**PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

**Facilitator**

Mathematics Chair

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**PD Opportunity 2**

Students will participate in a critical thinking elective with an emphasis in mathematics to provide students with extra support and/or enrichment.

**Facilitator**

Mathematics Chair

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G7.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

**G7.B1** The results of the 2013 Algebra I EOC assessment indicates that 34% of students scored Level 3 proficiency. The targeted goal for the 2013-2014 in Algebra EOC is to increase Level 3 proficiency to 36%. The area of deficiency for students scoring Level 3 proficiency was Reporting Category-Polynomials.

**G7.B1.S1** Support mathematical fluency and problem solving skills in the areas simplifying polynomials and radical expressions by providing time to practice and apply learned concepts in real-life situations

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

#### **Facilitator**

Mathematics chair

#### **Participants**

Math Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G7.B2** The results of the 2013 Algebra I EOC assessment indicates that 42% of students scored at or above Level 4 proficiency. The targeted goal for the 2013-2014 in Algebra EOC is to increase at or above Level 4 proficiency to 43%. The area of deficiency for students scoring at or above Level 4 proficiency was Reporting Category-Rationals, Radicals Quadratics and Discrete Mathematics.

**G7.B2.S1** Support mathematical fluency and problem solving skills in the areas of quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations.

**PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strength and weaknesses.

**Facilitator**

Mathematics chair

**Participants**

Math Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments.



**G8.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

**G8.B1** The results of the 2013 Geometry EOC assessment indicates that 23% of students scored Level 3 proficiency. The targeted goal for the 2013-2014 in Geometry EOC is to increase Level 3 proficiency to 26%. The area of deficiency for students scoring Level 3 proficiency was Reporting Category-Trigonometry and Discrete Mathematics.

**G8.B1.S1** Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real world problems involving right triangles.

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

#### **Facilitator**

mathematics chair

#### **Participants**

Math Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G8.B2** The results of the 2013 Geometry EOC assessment indicates that 31% of students scored at or above Level 4 proficiency. The targeted goal for the 2013-2014 in Geometry EOC is to increase at or above Level 4 proficiency to 32%. The area of deficiency for students scoring at or above Level 4 proficiency was Reporting Category-Three Dimensional Geometry.

**G8.B2.S1** Support mathematical fluency and problem solving skills in situations involving solids and justifying and applying formulas to determine surface area, lateral area and volume of solids.

**PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

**Facilitator**

Mathematic Chair

**Participants**

Math Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

student work, data chats, exit tickets and site-generated assessments

**G9.** The target goal for the 2013 High School Mathematics EOCs was 69% proficiency. The results of the 2013 High School Mathematics EOCs is 72% of students achieved proficiency. Our target goal for the 2013-2014 school year is 72% proficiency.

**G9.B1** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

**G9.B1.S1** Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses

#### **Facilitator**

Mathematics chair

#### **Participants**

Math Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student work, data chats, exit tickets and sited-generated assessments

**G10.** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The target goal for the 2013-2014 is to increase graduates scoring "college ready" to 65%

**G10.B1** The results of the 2013 Postsecondary Education Readiness Test (P.E.R.T) or any college placement test indicates that 61% of graduates scored "college ready". The area of deficiency for students not scoring "college ready" in Math on the P.E.R.T is due to difficulty using mathematical practices that support mathematical fluency and problem-solving proficiency.

**G10.B1.S1** Review previously learned mathematical concepts.

### **PD Opportunity 1**

Provide support to students as they make sense of problems and persevere in solving them and provide context for mathematical exploration and development of student understanding on all areas of the P.E.R.T

#### **Facilitator**

Mathematics Chair

#### **Participants**

Math teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G11.** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%.

**G11.B1** The results of the 2013 Algebra I EOC assessment indicates that 76% of students scored proficiency. Our target goal for the 2013-2014 school year in Algebra I EOC is to increase student proficiency to 79%. The area of deficiency as noted on the administration of the 2013 Algebra I EOC was Reporting Category-Polynomial

**G11.B1.S1** Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Math Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

student work, data chats, exit ticket and site-generated assessments

**G12.** The results of the 2013 Geometry EOC assessment indicates that 54% of students scored proficiency. Our target goal for the 2013-2014 school year in Geometry EOC is to increase student proficiency to 58%.

**G12.B1** As noted on the 2013 Geometry EOC, 54% of students scored proficiency. The target goal of the 2013-2014 school year in Geometry is to increase student proficiency by 58%. The area of deficiency for students on the Geometry EOC assessment was Reporting Category-Trigonometry and Discrete Mathematics.

**G12.B1.S1** Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real-world problems involving right triangles.

### **PD Opportunity 1**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Math Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G13.** The results of the 2013 FCAT Science indicates that 65% of Middle School students achieved proficiency. Our target goal for the 2013-2014 school year is 68% proficiency.

**G13.B1** As noted in the 8th grade 2013 FCAT 2.0 Science test, 33% scored Level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 35%. The area of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Nature of Science.

**G13.B1.S1** Students will be able to identify the test and outcome variables, differentiate experiments and investigations.

### **PD Opportunity 1**

Students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws.

#### **Facilitator**

District Science Department

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

### **PD Opportunity 2**

Students will participate in achievement/data chats to identify areas of strengths and weaknesses.

#### **Facilitator**

Mathematics Chair

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**G13.B2** As noted in the 8th grade 2013 FCAT 2.0 Science test, 32% scored at or above Level 4. Our target goal for the 2013-2014 school year is to increase students scoring at or above Level 4 to 33%. The area of deficiency for students scoring at or above Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Physical Science

**G13.B2.S1** Students will be able to classify substances by physical properties.

**PD Opportunity 1**

Provide opportunities for students to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance

**Facilitator**

District Science Department

**Participants**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments

**PD Opportunity 2**

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**Facilitator**

District Science Department

**Participants**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, data chats, exit tickets and site-generated assessments



### PD Opportunity 3

Students will participate in achievement/data chats to identify areas of strengths and weaknesses

#### Facilitator

Mathematics Chair

#### Participants

Science Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

**G14.** The results of the 2013 Biology EOC indicates that 80% of High School students achieved proficiency. Our target goal for the 2013-2014 school year is 81% proficiency.

**G14.B1** The results of the 2013 Biology EOC Test indicate that 42% of students achieved level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%. The area of deficiency for students scoring at level 3 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Molecular and Cellular Biology.

**G14.B1.S1** Students will compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules and differentiate reactants.

### PD Opportunity 1

Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for science and the process of doing science for students and allow them to make connections to real-life experiences and explain and write about their results and the experiences.

#### Facilitator

District Science Department

#### Participants

Science Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

## PD Opportunity 2

Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum

### Facilitator

District Science Department

### Participants

Science Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

**G14.B2** The results of the 2013 Biology EOC Test indicate that 38% of students achieved at or above Level 4. Our goal for the 2013-2014 school year is to increase Level 4 or above proficiency to 38%. The area of deficiency for students scoring at level 4 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Classification, Heredity, Evolution

**G14.B2.S1** Students will be able to identify evidence that supports the scientific theory of evolution.

## PD Opportunity 1

Monitor and support the implantation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

### Facilitator

District Science Department

### Participants

Science Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, data chats, exit tickets and site-generated assessments

**G15.** The results of the 2013 STEM data indicates that 3 of STEM-related experiences were provided to students and 43% participated. Our target goal for the 2013-2014 school year is to provide 6 experiences and achieve 50% participation.

**G15.B1** As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for students was 3. This was due to insufficient enrollment in STEM related competitions and limited availability of higher level science courses. Our target goals is to increase student experiences to 6.

**G15.B1.S1** Provide opportunities for students to participate in school offered science courses, County/District Wide competitions and Science Fairs.

### **PD Opportunity 1**

Continue to offer advanced/honors science and Physical Science to all middle school students.

#### **Facilitator**

District Science Department

#### **Participants**

Science Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated experiences.

### **PD Opportunity 2**

Increase participation in AP Environmental science and Physics in High School.

#### **Facilitator**

District Science Department

#### **Participants**

Science Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, data chats, exit tickets and site-generated experiences.

**G15.B2** As noted on the analysis of STEM data, the percentage of students that participated in STEM-related experiences was 43%. This was due to students participating in other art related competitions and events as well as limited availability of higher level science courses. Our targeted goal is to increase student participation to 50%.

**G15.B2.S1** Provide opportunities for students to participate in District STEM events and increase Advanced Placement science courses.

**PD Opportunity 1**

Implement school-wide activities that insure all standards are being taught with rigor and STEM practices are implemented with fidelity in all classrooms.

**Facilitator**

District Science Department

**Participants**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

student work and student participation in advanced courses.

**G16.** The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to achieve 15% enrollment and 100% completion rate.

**G16.B1** The results of the 2013 STEM data was 10% of students enrolled and 100% of students completed accelerated STEM-related courses. The area of deficiency for students was the lack of accelerated STEM-related courses available at the school.

**G16.B1.S1** Engage students in hands-on, real-world STEM applications through new accelerated courses offered

### **PD Opportunity 1**

Continue to offer advanced/honors science and Physical Science to all middle school students.

#### **Facilitator**

District Science Department and Advanced Academics

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, labs, data chats, exit tickets and site-generated assessments

### **PD Opportunity 2**

Provide the opportunity for students to participation in AP Environmental Science and Physics in High School.

#### **Facilitator**

District Science Department and Advanced Academics

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, labs, data chats, exit tickets and site-generated assessments

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The target goal for the 2013 FCAT Reading 2.0 Test was 79% proficiency. The results of the 2013 FCAT Reading 2.0 Test indicates that 83% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 83% proficiency.	\$1
G13.	The results of the 2013 FCAT Science indicates that 65% of Middle School students achieved proficiency. Our target goal for the 2013-2014 school year is 68% proficiency.	\$600
G14.	The results of the 2013 Biology EOC indicates that 80% of High School students achieved proficiency. Our target goal for the 2013-2014 school year is 81% proficiency.	\$600
G22.	Using the criteria for the federal uniform graduation rate, 89% of students should graduate in 4 years, and 93% of students will in 5 years.	\$2,500
G23.	The goal for the 2013-2014 school year is to increase parent engagement opportunities, attendance and participation at the school.	\$1,500
Total		\$5,201

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Technology	Total
FTE	\$1	\$0	\$4,000	\$4,001
EESAC	\$200	\$1,000	\$0	\$1,200
Total	\$201	\$1,000	\$4,000	\$5,201

### Budget Details

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

**G1.** The target goal for the 2013 FCAT Reading 2.0 Test was 79% proficiency. The results of the 2013 FCAT Reading 2.0 Test indicates that 83% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 83% proficiency.

**G1.B9** As noted in the 2013 FCAT 2.0 Reading Test, 86% of students in the lowest 25% made learning gains. The targeted goal for the 2014 FCAT 2.0 is to increase learning gains of students in the lowest 25% by 87%. The area of deficiency for Middle School students in lowest 25% making learning gains as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 2-Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B9.S1** Students will compare and contrast text utilizing various mediums.

### **Action Step 1**

Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Reading Resources

#### **Funding Source**

FTE

#### **Amount Needed**

\$1

**G13.** The results of the 2013 FCAT Science indicates that 65% of Middle School students achieved proficiency. Our target goal for the 2013-2014 school year is 68% proficiency.

**G13.B1** As noted in the 8th grade 2013 FCAT 2.0 Science test, 33% scored Level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 35%. The area of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Nature of Science.

**G13.B1.S1** Students will be able to identify the test and outcome variables, differentiate experiments and investigations.

### **Action Step 1**

Students will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Science Lab Materials

#### **Funding Source**

EESAC

#### **Amount Needed**

\$200



**G13.B2** As noted in the 8th grade 2013 FCAT 2.0 Science test, 32% scored at or above Level 4. Our target goal for the 2013-2014 school year is to increase students scoring at or above Level 4 to 33%. The area of deficiency for students scoring at or above Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category-Physical Science

**G13.B2.S1** Students will be able to classify substances by physical properties.

**Action Step 1**

Provide opportunities for students to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance

**Resource Type**

Evidence-Based Materials

**Resource**

Science Lab Materials

**Funding Source**

EESAC

**Amount Needed**

\$200

**Action Step 2**

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**Resource Type**

Evidence-Based Materials

**Resource**

Science Lab Materials

**Funding Source**

EESAC

**Amount Needed**

\$200

**G14.** The results of the 2013 Biology EOC indicates that 80% of High School students achieved proficiency. Our target goal for the 2013-2014 school year is 81% proficiency.

**G14.B1** The results of the 2013 Biology EOC Test indicate that 42% of students achieved level 3 proficiency. Our target goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%. The area of deficiency for students scoring at level 3 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Molecular and Cellular Biology.

**G14.B1.S1** Students will compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules and differentiate reactants.

### **Action Step 2**

Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for science and the process of doing science for students and allow them to make connections to real-life experiences and explain and write about their results and the experiences.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Science materials

#### **Funding Source**

EESAC

#### **Amount Needed**

\$200

### **Action Step 3**

Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Science Materials

#### **Funding Source**

EESAC

#### **Amount Needed**

\$200

**G14.B2** The results of the 2013 Biology EOC Test indicate that 38% of students achieved at or above Level 4. Our goal for the 2013-2014 school year is to increase Level 4 or above proficiency to 38%. The area of deficiency for students scoring at level 4 as noted on the administration of the 2013 Biology I EOC assessment was Reporting Category-Classification, Heredity, Evolution

**G14.B2.S1** Students will be able to identify evidence that supports the scientific theory of evolution.

**Action Step 2**

Monitor and support the implantation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**Resource Type**

Evidence-Based Program

**Resource**

Science Materials

**Funding Source**

EESAC

**Amount Needed**

\$200

**G22.** Using the criteria for the federal uniform graduation rate, 89% of students should graduate in 4 years, and 93% of students will in 5 years.

**G22.B1** At-risk students are not familiar with the resources available for students to meet graduation requirements.

**G22.B1.S1** Students and parents will be informed of graduation requirements and student progress.

**Action Step 3**

The Guidance Counselor will utilize the Naviance Program to assist students and parents to find college and career pathways that are right for them.

**Resource Type**

Technology

**Resource**

Naviance Program

**Funding Source**

FTE

**Amount Needed**

\$2,500

**G23.** The goal for the 2013-2014 school year is to increase parent engagement opportunities, attendance and participation at the school.

**G23.B1** Parents lack of participation at school is due to their employment hours and/or school distance.

**G23.B1.S1** Utilize various social media to inform parents of upcoming events.

**Action Step 2**

Update the school website to include a teacher link for important class information and assignments

**Resource Type**

Technology

**Resource**

Website Maintenance

**Funding Source**

FTE

**Amount Needed**

\$1,500