2013-2014 SCHOOL IMPROVEMENT PLAN

Glades Middle School
9451 SW 64TH ST
Miami, FL 33173
305-271-3342
http://gladesmiddle.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	70%

Alternative/ESE Center	Charter School	Minority Rate
No	No	91%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Glades Middle School

Principal
Cynthia Valdes-Garcia

School Advisory Council chair
Natasha Jarrett

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

Name	Title
Aryam Alvarez-Garcia	Assistant Principal
Elieser Siles	Assistant Principal

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

The Glades Middle School EESAC shall be made up of FIVE (5) teachers, EIGHT (8) parents, ONE (1) student, ONE (1) education support employee, TWO (2) business/community representatives, the UTD steward, and the principal or designee. With the exception of the principal, the business/community representative, and the designated steward, all other members shall be elected by their constituent groups. Teachers, parent's students, and education support employees shall also elect an alternate representative. The Council will be representative of the ethnic, racial, linguistic, and economic community served by GMS.

Involvement of the SAC in the development of the SIP

The Council will prepare and evaluate the School Improvement Plan as required by Blueprint 2000, as well as participating in other activities as permitted by applicable law, rule and contract including, but not limited to the following:
Florida School laws (Chapter 228-246 Florida)
School Board Rule 6GX13-1B-1.031, COMPREHENSIVE ESTABLISHMENT OF EDUCATIONAL EXCELLENCE COUNCILS AS REQUIRED BY BLUEPRINT 2000
School Board Rule 6GX13-1B-1.01, COMPREHENSIVE DISTRICT WIDE PLANNING – Promoting

Continuous School Improvement, A manual for Implementing Florida's System of School Improvement and Accountability in the Miami-Dade County Public Schools.

Activities of the SAC for the upcoming school year

Activities for the SAC for the upcoming school year include reviewing, monitoring, and analyzing data for the School Improvement Plan, making sure the changes made are causing the students to improve. The SAC will meet monthly and monitor the implementation of the School Improvement Plan and the SAC will schedule meetings to approve SAC funding allocations.

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

$4,229 Possible expenditures include purchasing materials to enhance the DREAMS Academy and purchasing equipment for student identification cards for tardies, lunch, etc.

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:

Cynthia Valdes-Garcia		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Bachelor's degree in Mathematics Education- Nova Southeastern University Master's degree in Educational Leadership- Nova Southeastern University Certification(s)- Mathematics 6-12, Educational Leadership (All Levels), School Principal	
Performance Record	N/A	

Aryam Alvarez-Garcia		
Asst Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor's degree in Elementary Education- Florida International University Master's degree in Educational Leadership Nova Southeastern University Certification(s)- Elementary Education k-6, English for Speakers of Other Languages (ESOL) Endorsement, and Educational Leadership (All Levels)
Performance Record	A.'13, '12 '11 '10 '09 B. School Grades B A C B C C. High Standards – Rdg 63 78 43 56 54 D. High Standards – Math 61 77 54 66 65 E. Lrng Gains-Rdg 69 74 67 69 66 F. Lrng Gains-Math 25 70 70 66 69 G. Gains-R- 25 64 25 68 66 AMO Reading White: 76 Black: 61 Hisp: 61 ELL: 29 SWD: 31 ED: 57 AMO Mathematics White: 68 Black: 35 Hisp: 60 ELL: 36 SWD: 29 ED: 55

Elieser Siles		
Asst Principal	Years as Administrator: 11	Years at Current School: 7
Credentials	Bachelors in Elementary Education-Nova Southeastern University Masters in Educational Leadership Nova Southeastern University Certification(s)Elementary Education 1-6, English for Speakers of Other Languages (ESOL) Endorsement, and Educational Leadership (All Levels)	
Performance Record	Glades Middle School: A '13.'12 '11 '10 '09 '08 B. School Grades B A A A A A C. High Standards – Rdg 63 78 74 72 71 D. High Standards – Math 61 77 70 70 69 E. Lrng Gains-Rdg 67 69 67 65 65 F. Lrng Gains-Math 69 74 69 73 69 G. Gains-R- 25 70 79 71 63 70 H. Gains-M- 25 64 73 62 69 63 AMO Reading White: 76 Black: 61 Hisp: 61 Asian: 94 ELL: 29 SWD: 31 ED: 57 AMO Mathematics White: 68 Black: 35 Hisp: 60 Asian: 94 ELL: 36 SWD: 29 ED: 55	

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
55

 # receiving effective rating or higher
54, 98%

 # Highly Qualified Teachers
76%

 # certified in-field
54, 98%

 # ESOL endorsed
14, 25%

 # reading endorsed
5, 9%

 # with advanced degrees
24, 44%

 # National Board Certified
7, 13%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
23, 42%

 # with 15 or more years of experience
30, 55%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

Teacher Recruitment and Retention Strategies

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

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

To recruit and retain highly qualified, certified-in-field, and effective teachers Glades will recruit from local State and Private Universities, carry out teacher interview from District Eligibility Candidate Roster, provide mentors for beginning teachers and veteran teachers, if needed and provide teachers with opportunities for professional growth. The person responsible for carrying out these strategies is the principal, Cynthia Valdes-Garcia and assistant principals, Elieser Siles and Aryam Alvarez-Garcia.

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

At the beginning of every year, all beginning teachers are paired with a veteran teacher within their department and grade level. More than likely, the veteran teacher is a department chairperson, team leader, or other instructional leader. The pairs work together to create short term and long terms goals that will impact the students in the beginning teacher's class. Beginning teachers are encouraged to attend various professional development sessions in topics ranging from Classroom Management to Curricular issues.

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

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

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the
administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance. (resources) are allocated in direct
proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• 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.
The MTSS/RtI Leadership Team meets with the principal and Educational Excellence School Advisory Council
(EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release,
Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and
aligns processes and procedures.

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

• Administrator(s) will ensure commitment and allocate resources
• Teacher(s) and Coaches will share the common goal of improving instruction for all students
• Team members will work to build staff support, internal capacity, and sustainability over time.
The school's Leadership Team will include additional personnel as resources to the team, based on specific
problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the
MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and
progress monitoring.
The MTSS/RtI Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data
evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common
assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned?
(Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment Opportunities).
2. 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.
3. Hold regular team meetings. Use 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.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2
problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures
and progress.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic
- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic
- Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- CELLA
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

To support understanding of MTSS/RtI and build capacity in data-based problem solving for staff and parents, our school will align policies and procedures across classroom, grade, building, district, and state levels. We will engage in strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes. Also, we will provide ongoing data-driven professional development activities that align to core student goals and staff needs and communicate outcomes with stakeholders and celebrating success frequently.

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: 3,600

Select teachers will provide students with 1 hour of tutoring (before or after school). The focus will be to provide one-on-one or small group instruction to the students who show significant difficulty in learning concepts in their Core Academic Subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Using district assessments including Fall and Winter assessments, the effectiveness of this strategy will be determined. In addition, classroom teachers will monitor effectiveness by using classroom assessments and student-work samples.

Who is responsible for monitoring implementation of this strategy?

The Administrative Team is responsible to monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Cynthia Valdes-Garcia	Principal
Aryam Alvarez-Garcia	Assistant Principal
Gizella Alexander	Reading Department Chairperson
Victoria Borges	Language Arts Department Chairperson
Eleanor Barton	Math Department Chairperson
Carla Bates	Social Department Chairperson
Paul Eckley	Science Department Chairperson
Leslie Rosendo	SPED Department Chairperson
Cathi Rivera	Elective Department Chairperson
Nancy Morales	Student Services Department Chairperson
Rocio Romero	Reading Teacher
Barbara Ruiz	Reading Teacher
Jacqueline Silverio	ESOL Department Chairperson
Elieser Siles	Assistant Principal

How the school-based LLT functions

The administrative team will increase school-wide literacy across all content areas by being active participants in all Reading Leadership Team meetings and activities. The principal will allocate resources to build staff and sustainability over time. The department chairs will work to guarantee fidelity of the implementation of the K-12 CRRP. The principal will monitor implementation of the K-12 CRRP through a

variety of methods including weekly
classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In
addition, student performance data in reading will be reviewed regularly during Data Team meetings/ chats. The
Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to
effectively structure classroom visits in order to observe effective reading instruction. The indicators focus on
the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The principal/assistant principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO.

Major initiatives of the LLT

The major initiatives of the LLT this year will be a more concentrated effort to utilize data for a greater depth and breadth of learning. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will continue to focus on reading and writing strategies across the curriculum and will provide Professional Development to faculty, as needed. Observational data will be collected via principal/administrator classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:
• participating in the Data Analysis Team meetings after each FAIR assessment period;
• directing the reading department chairperson to review progress monitoring (FAIR) data
• monitoring that the department chairs use the data to differentiate teachers support as evidenced by classroom visitations/observations/requests.
• monitoring the teacher's use of data driven instruction during classroom visitations.

Every Teacher Contributes to Reading Instruction

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

Professional development on infusing reading strategies across the curriculum will be provided on Early Release days, during faculty meetings, and department meetings by the reading and language arts department chairpersons. Implementation will be monitored by student progress on the FAIR Assessment, District Baseline and Interim assessments, reviewing student work samples, and during administrative walk-throughs.

Preschool Transition

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

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

N/A

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	64%	No	72%
American Indian		0%		
Asian	85%	74%	No	87%
Black/African American	63%	55%	No	67%
Hispanic	68%	63%	No	71%
White	77%	70%	No	79%
English language learners	45%	31%	No	51%
Students with disabilities	41%	34%	No	47%
Economically disadvantaged	65%	34%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	362	30%	33%
Students scoring at or above Achievement Level 4	378	32%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

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)	66	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	45	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	27%	34%

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	219	55%	60%
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%	58%	No	72%
American Indian				
Asian	88%	95%	Yes	90%
Black/African American	63%	23%	No	67%
Hispanic	68%	58%	No	71%
White	77%	63%	No	79%
English language learners	57%	34%	No	61%
Students with disabilities	41%	28%	No	47%
Economically disadvantaged	65%	28%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	296	29%	33%
Students scoring at or above Achievement Level 4	208	20%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		60%	64%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	33%	33%
Students scoring at or above Achievement Level 4	83	64%	64%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	41	95%	95%

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	91	25%	29%
Students scoring at or above Achievement Level 4	60	17%	19%

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	*[data excluded for privacy reasons]*		15%
Students scoring at or above Achievement Level 4	29	85%	85%

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)	7		30
Participation in STEM-related experiences provided for students	25	10%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	601	52%	57%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	131	11%	16%
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	3	100%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	5%	4%
Students who fail a mathematics course	33	3%	2%
Students who fail an English Language Arts course	28	2%	1%
Students who fail two or more courses in any subject	19	2%	1%
Students who receive two or more behavior referrals	142	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	78	6%	5%

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

To increase the average number of parents in attendance at parent engagement opportunities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Participation at school events	250	22%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Data from the 2013 FCAT 2.0 Reading Test indicates that 64% of students scored at proficiency level or above. The goal for the 2014 FCAT 2.0 Reading Test is to have 72% of students scoring at proficiency or above.

G2. Data from the 2013 FCAT Writing Test indicates that 55% of the students scored 3.5 or above. The goal for the 2014 FCAT Writing Test is to increase the number of students scoring a 3.5 or above to 70%.

G3. Data from the 2013 FCAT 2.0 Math test shows that 49% of students scored at or above proficiency. The goal for 2014 is to increase this number to 55%.

G4. Data from the 2013 Algebra 1 EOC shows that 97% of the students scored a level 3 or above. The goal for the 2014 is to maintain this number.

G5. Data from the 2013 Geometry EOC shows that100% of the students scored at a level 3 or higher. The goal for the 2014 Geometry EOC is to retain the current level of performance.

G6. Data from 2013 FCAT Science test indicates that 42% of 8th grade students were proficient in Science. The goal for 2014 is to increase this percentage to 48%.

G7. Data from 2013 shows that 100% of students obtained a passing score on the Biology EOC. The goal for 2014 is to maintain a 100% passing rate.

G8. The goal for the 2013-2014 school year is to increase the number of STEM technology-related experiences (robotics, field trips, etc.) for students in the Developmental Research and Engineering Academy for Mathematics and Science (Dreams).

G9. Increase participation of CTE teachers in data driven analysis incorporating instruction on the weakest content area benchmark as well as to identify areas where CTE course rigor needs to increase.

G10. Our goal for the 2013-2014 school year is to have at least 10% of students scoring level 3 or higher on the 2013 Civics End-of-Course Exam.

G11. The average daily attendance rate for 2013 was 96.39%. For the 2013-2014 school year the student attendance will increase percentage point to 96.44%. The number of students with excessive absences and tardiness will be reduced by .5 percent.

G12. Data from 2013 shows that 19 students (2%) failed two or more courses in any subject. The goal for 2014 is to reduce this number to 1%.

G13. 2013 Data shows that 6% of students received one or more behavior referrals that lead to suspensions. The goal is to reduce this number to 5% for the 2014 school year.

G14.   Increase the percentage of parents participating in school-wide events by 5%.

Goals Detail

G1. Data from the 2013 FCAT 2.0 Reading Test indicates that 64% of students scored at proficiency level or above. The goal for the 2014 FCAT 2.0 Reading Test is to have 72% of students scoring at proficiency or above.

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

Resources Available to Support the Goal
- Professional Development, EESAC, PTSA, Intensive Reading classes, Tutoring, Differentiated Instruction, Reading Contact, Reading Plus, TeenBiz, FAIR Data, PMRN, District Interims, Edusoft

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Reading Test indicate that the Asian, Black, Hispanic, White, ELL, SWD, and ED subgroups did not achieve their AMO target. The area of deficiency as noted for all subgroups on the 2013 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application for grades 6 and 8 and Reporting Category 1: Vocabulary for 7th graders.

- 2013 FCAT 2.0 Reading data shows that 30% of students scored at a level 3. The goal for 2014 is to increase this percentage to 37%. A barrier to increasing the percentage of students maintaining Achievement Level 3 or moving to Achievement Levels 4 or 5 on the 2014 FCAT 2.0 include a lack of explicit vocabulary strategy instruction within their core and content area classes.

- 2013 FCAT 2.0 Reading data shows that 71% of all students made learning gains. The goal for 2014 is for 74% of students to make learning gains. A barrier that would impede students from making learning gains in reading is that data may not properly drive instruction in all curriculum areas, therefore we will increase the opportunities collaborate on data driven instruction by locating data, analyzing trends, and planning for instruction.

Plan to Monitor Progress Toward the Goal

Review results of interim data, discuss results during data chats, and plan and adjust as necessary.

Person or Persons Responsible
Administration, Language Arts and Reading Department chairpersons, and Language Arts and Reading Teachers.

Target Dates or Schedule:
On-going

Evidence of Completion:
District Interim Data, FAIR data, Reading Plus Data, Voyager Benchmark Data, 2014 FCAT 2.0 Reading

G2. Data from the 2013 FCAT Writing Test indicates that 55% of the students scored 3.5 or above. The goal for the 2014 FCAT Writing Test is to increase the number of students scoring a 3.5 or above to 70%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional Development Opportunities either school-based or district provided

- PTSA

Targeted Barriers to Achieving the Goal

- Increase the opportunities for the students to use the complete writing process which includes prewriting, drafting, editing, and publishing and to use proper language conventions including spelling rules, capitalization, punctuation, and parts of speech.

- Increase the opportunities for students to be engaged in motivational writing activities.

- CELLA Writing Data from 2013 shows that 27% of the students scored at proficiency level, in order to increase proficiency level to 34% and improve FCAT Writing data, the lack of adequate writing vocabulary is a barrier that needs to be addressed.

Plan to Monitor Progress Toward the Goal

Strategies will be adjusted as necessary should students not be making adequate progress using the strategies. Teachers will receive further support in the area of effective writing instruction.

Person or Persons Responsible

Department chairpersons and curriculum administrator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student data (informal and formal), work samples, administrative walk through observations, will be collected and reviewed during department meetings. Evidence of progress monitoring will be evident in department meeting minutes and agenda.

G3. Data from the 2013 FCAT 2.0 Math test shows that 49% of students scored at or above proficiency. The goal for 2014 is to increase this number to 55%.

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

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- 2013 FCAT 2.0 Math data indicates that 29% of students scored at a level 3. The goal to increase this percentage to 45% on the 2014 FCAT 2.0 Math test is limited by the weakness in Reporting Category- Geometry and Measurement for 6th and 8th grade students.

- 2013 FCAT 2.0 Math data indicates that 20% of students scored at levels 4 or 5. The goal to increase this percentage to 27% is hindered by the weakness in Reporting Category-Statistics and Probability for 7th grade students.

- 2013 FCAT 2.0 Math data indicates that 62% of students made learning gains. The goal for 2014 is for 66% of students to make learning gains.

- 2013 FCAT 2.0 Math data indicates that 52% of the lowest 25% of students made learning gains. The goal for 2014 is for 57% of the lowest 25% of students to make learning gains.

- 2013 FCAT 2.0 Math data indicates that the following subgroups did not meet their AMO target: Black (23%) , Hispanic (58%), White (63%), ELL (34%), SWD (28%), and ED (52%). For the 2014 school year, the goal for the subgroups is as follows: Black (67%) , Hispanic (71%), White (79%), ELL (61%), SWD (47%), and ED (69%).

Plan to Monitor Progress Toward the Goal

Data chats, data reviews

Person or Persons Responsible
Teachers, Math Department Chairperson, Administration

Target Dates or Schedule:
On-going

Evidence of Completion:
2014 FCAT 2.0 Math or appropriate EOC.

G4. Data from the 2013 Algebra 1 EOC shows that 97% of the students scored a level 3 or above. The goal for the 2014 is to maintain this number.

Targets Supported

- Math (Middle School Acceleration)

- Algebra 1 EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- 2013 data shows that 33% of students scored a level 3. The goal for 2014 is to maintain this number. A barrier to maintaining the proficiency goal is students demonstrating a deficiency in rationals, radicals, quadratics, and discrete mathematics

- 2013 data shows that 64% of students scored a level 4 or 5. The goal for 2014 is to maintain this number. A barrier to maintaining the proficiency level is a need to increase the opportunities for students to master Algebraic content.

Plan to Monitor Progress Toward the Goal

Data chats, reviewing student work samples, adjusting strategies as necessary.

Person or Persons Responsible

Math teachers and math department chairperson

Target Dates or Schedule:

On-going

Evidence of Completion:

interims, formal, informal and summative assessments

G5. Data from the 2013 Geometry EOC shows that 100% of the students scored at a level 3 or higher. The goal for the 2014 Geometry EOC is to retain the current level of performance.

Targets Supported

- Math (Elementary and Middle School, Middle School Acceleration)

- Geometry EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- 2013 Geometry EOC data shows that 5% of students scored a level 3 and 95% of students scored a level 4 or 5. The goal for 2014 is to maintain this number. Data indicates that students had difficulty with the Reporting Category-Two Dimensional Geometry, creating a possible barrier to maintaining this number.

- 2013 Geometry EOC shows students scored a 66% on the Trigonometry and discrete math portion of the EOC. Data indicates this was the lowest of the 3 components of the Geometry EOC.

Plan to Monitor Progress Toward the Goal

Engaging in data chats, reviewing data boards, and monitoring student progress will determine if students are progressing towards meeting the goals.

Person or Persons Responsible
Administration and Geometry teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
District Assessments, 2014 Geometry EOC

G6. Data from 2013 FCAT Science test indicates that 42% of 8th grade students were proficient in Science. The goal for 2014 is to increase this percentage to 48%.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- 2013 FCAT Science data shows that the number of students scoring at or above Achievement Level 4 on the Science FCAT 2.0 to 17%. The goal for the 2014 FCAT Science is to increase this percentage to 19%. A barrier to meeting this goal is the need to increase enrichment competition opportunities for high level students.
- 2013 FCAT Science data shows that the number of students scoring at Achievement Level 3 was 25%. The goal for the 2014 FCAT Science test is to increase this percentage to 29%. A barrier to meeting this goal is the need to increase the opportunities for lab experiments and hands-on activities.
- A barrier to meeting this goal is the need to increase science literacy.

Plan to Monitor Progress Toward the Goal

Progress monitoring students via District Assessment data

Person or Persons Responsible
Science teachers and Science Department Chairperson

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Data from District assessment, Data binders, Data Boards, Student Work Samples

G7. Data from 2013 shows that 100% of students obtained a passing score on the Biology EOC. The goal for 2014 is to maintain a 100% passing rate.

Targets Supported

- Science

- Science - Biology 1 EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The need to increase the molecular and cellular biology benchmark throughout the curriculum.

Plan to Monitor Progress Toward the Goal

Interim Assessments and teacher generated/administered assessments

Person or Persons Responsible

Administration, Biology Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Data results of interim assessments and teacher-generated assessments.

G8. The goal for the 2013-2014 school year is to increase the number of STEM technology-related experiences (robotics, field trips, etc.) for students in the Developmental Research and Engineering Academy for Mathematics and Science (Dreams).

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Increase STEM related activities and opportunities for students.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible

Administrators, Science Department Chairperson and science teachers

Target Dates or Schedule:

on-going

Evidence of Completion:

Interim Assessments and teacher generated/administered assessments

G9. Increase participation of CTE teachers in data driven analysis incorporating instruction on the weakest content area benchmark as well as to identify areas where CTE course rigor needs to increase.

Targets Supported

- CTE

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Limited opportunities to use data on a regular basis

- Limited opportunities to include more STEM related activities.

Plan to Monitor Progress Toward the Goal

Review assessments

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Course related assessments both formative and summative; and FCAT Reading 2014

G10. Our goal for the 2013-2014 school year is to have at least 10% of students scoring level 3 or higher on the 2013 Civics End-of-Course Exam.

Targets Supported

- Social Studies

- Civics EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Data from the 2013 District Civics Baseline Assessment indicates that only 37% of the students scored proficient.

Plan to Monitor Progress Toward the Goal

Teachers will closely analyze and review baseline, winter, and spring interim examinations in order to ensure gains and mastery and adjust lessons to provide students with the greatest opportunities to master concepts.

Person or Persons Responsible
Civics Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
District interim assessments, Student Work Samples, Data Binders, and Data Boards

G11. The average daily attendance rate for 2013 was 96.39%. For the 2013-2014 school year the student attendance will increase percentage point to 96.44%. The number of students with excessive absences and tardiness will be reduced by .5 percent.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Increasing parental support in terms of attendance issues.

Plan to Monitor Progress Toward the Goal

1. An attendance chart to monitor attendance for all stakeholders to see. 2. Review DAILY and WEEKLY attendance reports. 3. Review intervention data (student services referral form/SCAMS).

Person or Persons Responsible
Administration and School Counselors

Target Dates or Schedule:
On-going

Evidence of Completion:
Attendance reports, SCAM forms

G12. Data from 2013 shows that 19 students (2%) failed two or more courses in any subject. The goal for 2014 is to reduce this number to 1%.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- A barrier to meeting the goal is the need to properly identifying at-risk students.

Plan to Monitor Progress Toward the Goal

Review classroom grades and work samples from students. Adjust strategies and techniques as necessary. Communicate regularly with students' counselors regarding progress

Person or Persons Responsible
Teachers and counselors

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student grades

G13. 2013 Data shows that 6% of students received one or more behavior referrals that lead to suspensions. The goal is to reduce this number to 5% for the 2014 school year.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The need to increase student knowledge of the Code of Student Conduct for MDCPS.

Plan to Monitor Progress Toward the Goal

Regularly conferencing with students who have received behavior referrals

Person or Persons Responsible
Counselors

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Conference logs

G14. Increase the percentage of parents participating in school-wide events by 5%.

Targets Supported
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal
- Counselors, Parent Network, Community Resources, PTSA, EESAC, ESOL Department

Targeted Barriers to Achieving the Goal
- Increase the opportunities for parents to not attend school-wide events despite possible language barriers and/or lack of awareness about the school event.

Plan to Monitor Progress Toward the Goal

Review data from parent sign-in logs and parent surveys to determine if strategies are being effective or if there is a need to adjust the strategies.

Person or Persons Responsible
Administration and PTSA

Target Dates or Schedule:
As needed for larger school events that occur after school hours. Parent/Teacher Conferences occur twice a week

Evidence of Completion:
Maintain documentation of school event participation (sign in sheets, logs, etc.), conduct parent participation surveys.

Action Plan for Improvement

Problem Solving Key

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

G1. Data from the 2013 FCAT 2.0 Reading Test indicates that 64% of students scored at proficiency level or above. The goal for the 2014 FCAT 2.0 Reading Test is to have 72% of students scoring at proficiency or above.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that the Asian, Black, Hispanic, White, ELL, SWD, and ED subgroups did not achieve their AMO target. The area of deficiency as noted for all subgroups on the 2013 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application for grades 6 and 8 and Reporting Category 1: Vocabulary for 7th graders.

G1.B1.S1 Strategies include teacher modeling, increasing the opportunities for using opinion proofs, text marking, comparing texts across different media, and teaching summarization. Students will be taught to analyze the author's purpose, and/or perspective in a variety of texts, to determine the main idea or essential message of grade level texts, in addition to identifying cause/effect relationships. The will also analyze a variety of text structures and features. Students will engage in word manipulation while engaged in vocabulary strategies.

Action Step 1

Professional development and sharing of Best Practices in reading strategy instruction will be conducted via department meetings, teacher work days, and early release days. Strategies will be modeled and teachers will be provided with support on how to incorporate the reading strategies in their lessons.

Person or Persons Responsible

Reading and Language Arts Department Chairpersons and select Reading and Language Arts teachers alongside content area teachers

Target Dates or Schedule

At Monthly Department Meetings and select Faculty Meetings (Oct. 23, 2013, March 19, 2014)

Evidence of Completion

Meeting agendas and minutes, evidence in Professional development calendar, reading strategy documentation on lesson plans, student work samples.

Facilitator:

Reading Department Chairperson and Language Arts Chairperson and LLT.

Participants:

Reading and Language Arts Department Chairpersons and select Reading and Language Arts teachers alongside content area teachers

Action Step 2

Explicit strategies will be taught include analyzing text structures, essential message, cause/effect relationships using manipulatives and graphic organizers and word walls.

Person or Persons Responsible

Reading and Language Arts Department Chairpersons and select Reading and Language Arts teachers alongside content area teachers

Target Dates or Schedule

On-going

Evidence of Completion

Reading strategy documentation on lesson plans, student work samples.

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

Observations from classroom walk-throughs will demonstrate strategy instruction across the curriculum areas. During follow-up meetings teachers will collaborate and reflect on strategies that are successful and those that are not. They will then commonly plan to continue working towards increasing student success.

Person or Persons Responsible

Literacy Leadership Team, Department Chairpersons, Administration.

Target Dates or Schedule

Monthly

Evidence of Completion

Observation logs, evidence is lesson plans, student work samples

Plan to Monitor Effectiveness of G1.B1.S1

Review progress monitoring assessments and review Reading Plus to assess increased student achievement.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus student participation and performance reports and Interim Assessments as well as 2014 FCAT 2.0 data.

G1.B2 2013 FCAT 2.0 Reading data shows that 30% of students scored at a level 3. The goal for 2014 is to increase this percentage to 37%. A barrier to increasing the percentage of students maintaining Achievement Level 3 or moving to Achievement Levels 4 or 5 on the 2014 FCAT 2.0 include a lack of explicit vocabulary strategy instruction within their core and content area classes.

G1.B2.S1 Implementation of instructional strategies that allow students opportunities to engage in word manipulation including working with prefixes, suffixes, root words, synonyms and antonyms. Teachers will explicitly teach instructional vocabulary strategies including vocabulary word maps, interview a word activities, word of the day, and have students create personal dictionaries, and incorporate word walls in their classrooms.

Action Step 1

Teachers will commonly plan and share best practices in vocabulary instruction. Teachers should emphasize strategies deriving word meanings and word relationships. Content area words/roots will be infused in the vocabulary instruction. Graphic organizers will be used to engage students in multiple opportunities for word manipulation.

Person or Persons Responsible

Reading and Language Arts teachers, and Content Area teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, department meeting agenda, minutes, student work samples, word walls, classroom walk-throughs

Facilitator:

Reading and Language Arts Chairpersons and select teachers

Participants:

Reading and Language Arts teachers, Content Area teachers

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

During walk-throughs and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Word walls, lesson plan documentation of vocabulary instruction, observations, student work samples

Plan to Monitor Effectiveness of G1.B2.S1

Teachers will monitor student achievement in the area of vocabulary to ensure that the students are progressing and making adequate progress.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Data, Classroom assessments, students work samples

G1.B4 2013 FCAT 2.0 Reading data shows that 71% of all students made learning gains. The goal for 2014 is for 74% of students to make learning gains. A barrier that would impede students from making learning gains in reading is that data may not properly drive instruction in all curriculum areas, therefore we will increase the opportunities collaborate on data driven instruction by locating data, analyzing trends, and planning for instruction.

G1.B4.S1 Through on-going data chats, monthly professional development sessions, monthly department meetings, and participation in Professional Learning Communities, teachers will be provided by the various members of the Literacy Leadership Team with support on the significance and impact of using data to drive instruction.

Action Step 1

Provide training/demonstrations using Edusoft to demonstrate how to pull data reports on baseline, interim, and other benchmark assessments in order to identify student achievement levels and collaboratively plan to differentiate the instruction to ensure student success.

Person or Persons Responsible

Administration, Department Chairpersons, and Teachers

Target Dates or Schedule

During monthly Professional Development opportunities (department meetings, faculty meetings (Sept. 4, 2013 and Jan. 29, 2014) , teacher work days, and Early Release days)

Evidence of Completion

Meeting Agendas and minutes, Data Binders

Facilitator:

Administration

Participants:

All teachers

Action Step 2

Teachers will use an interactive classroom data board which will display pertinent information relating to class data and will demonstrate trends and patterns in student achievement.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Updated Classroom Data Boards and Data Binders.

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

Administration will carry out classroom walk-throughs

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

On-going (weekly, monthly, as needed)

Evidence of Completion

Evidence of strategy instruction should be present in teacher lesson plans and in class lessons. Minutes and agendas from professional development sessions will include information about data.

Plan to Monitor Effectiveness of G1.B4.S1

Teachers will analyze their student data to ensure that weaker skills indicated by assessment data are being targeted and that students are adequately progressing. The strategies used to teach the students can then be adjusted as necessary.

Person or Persons Responsible

Administration,Department Chairpersons, and teachers

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Progress of improvement should be evident on the Data Board in the classrooms.

G2. Data from the 2013 FCAT Writing Test indicates that 55% of the students scored 3.5 or above. The goal for the 2014 FCAT Writing Test is to increase the number of students scoring a 3.5 or above to 70%.

G2.B1 Increase the opportunities for the students to use the complete writing process which includes prewriting, drafting, editing, and publishing and to use proper language conventions including spelling rules, capitalization, punctuation, and parts of speech.

G2.B1.S1 Using a variety of tools including highlighters, dictionaries, word banks, and samples of proper writing products, students will be taught how to edit and use proper writing conventions.

Action Step 1

Teachers will engage in vertical planning to ensure that there is a linear process to what is being taught in each grade level and that the skills are built upon within each subsequent grade level.

Person or Persons Responsible

Language arts and reading chairpersons along with language arts and reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Achievement data including informal and formal writing assessment data (District pre/post writing tests, FCAT Writing data, teacher-made writing assessments), will be gathered and shared. Strategies will be adjusted as necessary based on learning outcomes and student work samples.

Action Step 2

. The language arts department chairperson will also provide writing strategies for the language arts teachers after attending district workshops.

Person or Persons Responsible

Language arts and reading chairpersons along with language arts and reading teachers

Target Dates or Schedule

November 8th, 2013

Evidence of Completion

Achievement data including informal and formal writing assessment data (District pre/post writing tests, FCAT Writing data, teacher-made writing assessments), will be gathered and shared. Strategies will be adjusted as necessary based on learning outcomes and student work samples.

Facilitator:

Reading and Language Arts Chairpersons and Select Language Arts Teachers

Participants:

Language Arts and Reading Teachers

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

Artifacts including lesson plans and student work samples will be reviewed and shared

Person or Persons Responsible

Literacy Leadership Team and Curriculum Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of the department meetings and Professional Learning Community meetings will include information pertaining to implementation and impact of the strategies.

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will work together to create and adjust strategies as necessary based on student learning outcomes.

Person or Persons Responsible

Language Arts department teachers will engage in data chats and common planning.

Target Dates or Schedule

Monthly

Evidence of Completion

Achievement data including informal and formal writing assessment data (District pre/post writing tests, FCAT Writing data, teacher-made writing assessments) and student work samples.

G2.B3 Increase the opportunities for students to be engaged in motivational writing activities.

G2.B3.S1 1. Practice writing in a variety of models including journals, logs, newspaper articles, friendly letters, thank you notes, comic strips, and invitations. 2. Engage in various writing competitions such as the Fairchild Challenge.

Action Step 1

Professional development will occur during department meetings, teacher work days, and early release days. Teachers will share best practice and provide each other with proven motivating and engaging writing lessons.

Person or Persons Responsible

Department chairpersons and language arts and reading teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Department meeting minutes and agendas

Facilitator:

Language Arts and Reading Chairperson and Experienced Language Arts teachers.

Participants:

Department chairpersons and language arts and reading teachers

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

Observation of evidence of the strategies in action and in lesson plans, sample student work.

Person or Persons Responsible

Language Arts Department Chairperson and Curriculum administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of participation in writing competitions such as the Fairchild Challenge.

Plan to Monitor Effectiveness of G2.B3.S1

Teachers will collaborate and plan for competitions which encourage students to write creatively and in a variety of models. Successful implementation will produce competitive and engaging authentic writing pieces.

Person or Persons Responsible

Language arts department chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of completion will include documentation of participation in competitions and student work samples producing a variety of writing samples.

G2.B4 CELLA Writing Data from 2013 shows that 27% of the students scored at proficiency level, in order to increase proficiency level to 34% and improve FCAT Writing data, the lack of adequate writing vocabulary is a barrier that needs to be addressed.

G2.B4.S1 Increase the use of Graphic Organizers for Vocabulary, Personal Journals, Writing rubrics, teach process writing, Figurative Language elements, and explicit vocabulary instruction.

Action Step 1

Provide explicit instruction on various aspects of our culture including customs, idioms, the writing process, etc.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

The evidence of completion of the strategies includes the teachers' lesson plans and the students' classwork (in their portfolios).

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

Informal and formal classroom visitations wherein lesson plans and student portfolios will be reviewed.

Person or Persons Responsible

Administration and ESOL Department Chairperson

Target Dates or Schedule

On-going

Evidence of Completion

Formal observations, lesson plans, student work samples

Plan to Monitor Effectiveness of G2.B4.S1

Sharing Best Practices and common planning during department meetings.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work samples

G3. Data from the 2013 FCAT 2.0 Math test shows that 49% of students scored at or above proficiency. The goal for 2014 is to increase this number to 55%.

G3.B1 2013 FCAT 2.0 Math data indicates that 29% of students scored at a level 3. The goal to increase this percentage to 45% on the 2014 FCAT 2.0 Math test is limited by the weakness in Reporting Category-Geometry and Measurement for 6th and 8th grade students.

G3.B1.S1 Using manipulatives and incorporating problem-solving strategies into real-world problems, students will be engaged in higher-order questioning and hands- on experiences to promote independent and creative thinking in geometric understanding and measurement.

Action Step 1

Teachers will develop appropriate lesson plans using Best Practices and work collaboratively to include lessons in discovery-based leaning activities and higher-order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Person or Persons Responsible

Math Department Chairperson, Math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs

Facilitator:

Math Department Chairperson

Participants:

Math Department Chairperson, Math teachers

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

Will carry out classroom walk-throughs and review student work and grades to ensure strategies are being implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walk-through observations and student work samples, evidence in teacher lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Review interim assessments, Data chats

Person or Persons Responsible

Math Department Chairperson and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessment data in data binders, Student Work samples

G3.B2 2013 FCAT 2.0 Math data indicates that 20% of students scored at levels 4 or 5. The goal to increase this percentage to 27% is hindered by the weakness in Reporting Category-Statistics and Probability for 7th grade students.

G3.B2.S1 Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations, infuse higher-order questioning strategies to promote critical, independent, and creative thinking, provide students with opportunities to use multiple representations to model real world situations involving statistics and probabilities.

Action Step 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of statistics and probability.

Person or Persons Responsible

Math Department Chairperson, Math teachers

Target Dates or Schedule

Department Meetings and Professional Development Days (November 8, 2013)

Evidence of Completion

Classroom walk-throughs, Lesson Plans, Student Work Samples

Facilitator:

Math Department Chairperson

Participants:

Math Department Chairperson, Math teachers

Action Step 2

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of best practice instructional strategies.

Person or Persons Responsible

Math Department Chairperson, Math teachers

Target Dates or Schedule

On-going (daily and weekly)

Evidence of Completion

Meeting agendas and minutes, Data binders, Data boards.

Action Step 3

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

Person or Persons Responsible

Math Department Chairperson, Math teachers

Target Dates or Schedule

On-going (daily and weekly)

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Will carry out classroom walk-throughs and review student work and grades to ensure strategies are being implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walk-through observations and student work samples, evidence in teacher lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Review interim assessments, Data Chats

Person or Persons Responsible

Math Department Chairperson and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim assessment data in data binders, Data Boards, Student Work samples

G3.B3 2013 FCAT 2.0 Math data indicates that 62% of students made learning gains. The goal for 2014 is for 66% of students to make learning gains.

G3.B3.S1 Increase the opportunities for students to develop skills in algebraic expressions, problem-solving, and equations through problem-based learning (PBL) activities. Instructional task should replicate real life experiences.

Action Step 1

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

Math teachers and Math department Chairperson

Target Dates or Schedule

Bimonthly Department Meetings

Evidence of Completion

Department Meeting agenda and minutes, lesson plans, student work samples

Facilitator:

Math Department Chairperson

Participants:

Math teachers

Action Step 2

Using student data to develop flexible student groups based on student needs, support mathematical fluency and problem solving skills in the areas of expressions, equations and functions by providing time to practice apply learned concepts in real-life situations.

Person or Persons Responsible

Math Department Chairperson and Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, data binders, student work samples

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom walkthroughs, student progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formal and informal classroom observations, lesson plans, student work samples.

Plan to Monitor Effectiveness of G3.B3.S1

Interim assessment data, teacher-made assessments, Data Chats

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data binders, Data boards, Student work samples

G3.B3.S2 Utilize math facts fluency programs (i.e., ReflexMath and Edgenuity) to encourage mastery of basic math facts and real-world math applications on statistics, probability, geometry and measurement.

Action Step 1

Implement technology into current lessons.

Person or Persons Responsible

Math teachers, Math department Chairperson, and administrative team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer lab rotation schedule, lesson plans, student work samples

Facilitator:

Math Department Chairperson

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Adherence to Computer Lab Math rotation schedule

Person or Persons Responsible

Select Math teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

progress monitoring via classroom assessments and data from various math programs

Plan to Monitor Effectiveness of G3.B3.S2

Student work samples, classroom assessments, and program progress will be assessed.

Person or Persons Responsible

Select Math teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

During periodic data chats teachers and administration will engage in data analysis on student progress and usage of student technology program usage.

G3.B4 2013 FCAT 2.0 Math data indicates that 52% of the lowest 25% of students made learning gains. The goal for 2014 is for 57% of the lowest 25% of students to make learning gains.

G3.B4.S1 Identify the lowest 25% of students and create lessons that differentiate instruction based on their needs.

Action Step 1

Use hands-on experiences to facilitate conceptual learning and understanding of algebraic concepts and plan data driven and differentiated, flexible group instruction providing opportunities for intervention and enrichment groupings to meet the needs of all students.

Person or Persons Responsible

Math Department Chairperson and Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Department meeting agenda and minutes, lesson plans, student work samples.

Facilitator:

Administration and select teachers

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Classroom walkthroughs, Data chats, Data boards

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, formal and informal observations, lesson plans.

Plan to Monitor Effectiveness of G3.B4.S1

Interims Assessment Data, Data Chats, Student progress monitoring

Person or Persons Responsible

Math Department Chairperson and Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, Data binders, Student Work Samples

G3.B5 2013 FCAT 2.0 Math data indicates that the following subgroups did not meet their AMO target: Black (23%) , Hispanic (58%), White (63%), ELL (34%), SWD (28%), and ED (52%). For the 2014 school year, the goal for the subgroups is as follows: Black (67%) , Hispanic (71%), White (79%), ELL (61%), SWD (47%), and ED (69%).

G3.B5.S1 Use student data to differentiate instruction based on identified areas of weakness.

Action Step 1

Analyze Data and locate specific areas of weakness and develop lessons promoting a gradual release of responsibility to scaffold instruction while using manipulatives and infusing prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

Math Department Chairperson and Math Teachers

Target Dates or Schedule

Obgoing

Evidence of Completion

Lesson plans, Department Meeting minutes and agenda, Data Binders

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formal and informal observations, student work samples, lesson plans.

Plan to Monitor Effectiveness of G3.B5.S1

Regular progress monitoring of students using District Interim Assessment data and Teacher-made tests.

Person or Persons Responsible

Math teachers and Math Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples, data binders, data boards.

G4. Data from the 2013 Algebra 1 EOC shows that 97% of the students scored a level 3 or above. The goal for the 2014 is to maintain this number.

G4.B1 2013 data shows that 33% of students scored a level 3. The goal for 2014 is to maintain this number. A barrier to maintaining the proficiency goal is students demonstrating a deficiency in rationals, radicals, quadratics, and discrete mathematics

G4.B1.S1 Increase opportunities for students to develop skills in computing with rational numbers.

Action Step 1

Develop high-order thinking skills through project-based learning while using the Mathematical Practices of Common Core State Standards and providing opportunities for students to model real-world situations with polynomials equations using multiple representations.

Person or Persons Responsible

Math teachers and Math Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lessons plans, department chair meeting minutes, student work samples

Action Step 2

Provide students practice in set theory and venn diagrams as well as using hands-on projects in order for them to explore and investigate real-world problems.

Person or Persons Responsible

Math teachers and Math Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, lesson plans

Action Step 3

Increase the use of technology (Florida Focus Achieves) and Bell-ringers.

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student work samples, and Common Board Configuration

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

Review student work sample and teacher lesson plans for implementation of strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work samples

Plan to Monitor Effectiveness of G4.B1.S1

Analyze district assessments and teacher-made assessments using item analysis by strand to create debriefing protocols

Person or Persons Responsible

Administration and Math Department Chairperson

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessments

G4.B2 2013 data shows that 64% of students scored a level 4 or 5. The goal for 2014 is to maintain this number. A barrier to maintaining the proficiency level is a need to increase the opportunities for students to master Algebraic content.

G4.B2.S1 Provide opportunities to solve Algebraic proportions in real-world and mathematical contexts, add, subtract, multiply, and divide radical expressions and simplify the results, perform set operations such as union and intersection, complement, and cross product.

Action Step 1

Teachers will engage in common planning and carry out Best Practices in math instruction to teach students the skills and strategies necessary to meet Algebra goals.

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Department Meeting agendas, student work samples

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

Data chats and common planning to differentiate instruction based on student needs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, documentation in lesson plans, data binders, data boards.

Plan to Monitor Effectiveness of G4.B2.S1

Using teacher created tests and district interims, teachers will review data and adjust strategies as necessary.

Person or Persons Responsible

Algebra teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 Algebra 1 EOC results

G5. Data from the 2013 Geometry EOC shows that100% of the students scored at a level 3 or higher. The goal for the 2014 Geometry EOC is to retain the current level of performance.

G5.B1 2013 Geometry EOC data shows that 5% of students scored a level 3 and 95% of students scored a level 4 or 5. The goal for 2014 is to maintain this number. Data indicates that students had difficulty with the Reporting Category-Two Dimensional Geometry, creating a possible barrier to maintaining this number.

G5.B1.S1 To find opportunities for students to practice geometric content for trigonometry functions in real-world problems, providing opportunities for the students to apply geometric concepts, while adjusting instruction to meet student needs.

Action Step 1

Will commonly plan to identify students' areas of weakness and to differentiate based on those needs.

Person or Persons Responsible

Geometry Teachers and Math Department Chairperson

Target Dates or Schedule

Monthly Department Meetings and select faculty meetings (Nov. 8th and 27th, 2013 and January 8th and 29th, 2014)

Evidence of Completion

Teacher lesson plans and student work samples

Facilitator:

Math Department chairperson

Participants:

Geometry Teachers and Math Department Chairperson

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

Teachers engage in discussions based on student progress and strategy effectiveness. Lesson plans are adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Department meeting agendas and minutes

Plan to Monitor Effectiveness of G5.B1.S1

If after reviewing data from classroom assessments the students continue to struggle, the strategies will be revised.

Person or Persons Responsible

Geometry teachers, Math Department Chairperson,

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work samples

G5.B1.S2 Provide students with extra support and instruction in 2-dimensional Geometry through the use of supplemental materials and technology programs.

Action Step 1

Will commonly plan to identify students' areas of weakness and differentiate based on those needs and schedule time for computer lab rotations for technology infusion.

Person or Persons Responsible

Geometry Teachers and Math Department Chairperson

Target Dates or Schedule

Monthly Department Meetings and select faculty meetings (Nov. 8th and 27th, 2013 and January 8th and 29th, 2014)

Evidence of Completion

Teacher lesson plans and student work samples

Facilitator:

Math Department chairperson

Participants:

Geometry Teachers and Math Department Chairperson

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

Teachers engage in discussions based on student progress and strategy effectiveness. Lesson plans are adjusted as needed and reflect scheduled computer lab rotations.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Data chats, data binders, lesson plans, student work samples.

Plan to Monitor Effectiveness of G5.B1.S2

If after reviewing data from classroom assessments the students continue to struggle, the strategies will be revised.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

ongoing, as needed

Evidence of Completion

Student data from classroom assessments, student work samples, and technology program data

G5.B2 2013 Geometry EOC shows students scored a 66% on the Trigonometry and discrete math portion of the EOC. Data indicates this was the lowest of the 3 components of the Geometry EOC.

G5.B2.S1 Provide additional practice from secondary textbook to help students understand and learn concepts of Trigonometry and Discrete math category.

Action Step 1

Infuse technology and computer software into lesson plans for reinforcement of math skills.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and student work samples

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

Administration will create a Geometry EOC Crunch Time Focus Calendar to allow time for students to gain more exposure to technology programs that will help them meet this goal.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Through classroom walk-throughs, data chats, lesson plans

Plan to Monitor Effectiveness of G5.B2.S1

Teachers will analyze classroom and technology assessment data to determine if the students are making adequate progress towards meeting the goal. They will adjust as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher lesson plans, student work samples, online program usage

G6. Data from 2013 FCAT Science test indicates that 42% of 8th grade students were proficient in Science. The goal for 2014 is to increase this percentage to 48%.

G6.B1 2013 FCAT Science data shows that the number of students scoring at or above Achievement Level 4 on the Science FCAT 2.0 to 17%. The goal for the 2014 FCAT Science is to increase this percentage to 19%. A barrier to meeting this goal is the need to increase enrichment competition opportunities for high level students.

G6.B1.S1 Establish a plan and timeline for the development of student projects and Ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Action Step 1

1. Engage students in Science Competitions and activities 2. Monitor and support the implementation of high order questioning strategies 3. Promote the use of instructional technology

Person or Persons Responsible

Science teachers and science department chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, lesson plans, participation documentation from competitions.

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

Data chats, classroom walk-throughs, student work samples

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan documentation, Department Meeting minutes and agenda.

Plan to Monitor Effectiveness of G6.B1.S1

Science teachers

Person or Persons Responsible

Analyzing district assessment data and adjusting lesson plans as needed.

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Department Meetings minutes and agenda

G6.B2 2013 FCAT Science data shows that the number of students scoring at Achievement Level 3 was 25%. The goal for the 2014 FCAT Science test is to increase this percentage to 29%. A barrier to meeting this goal is the need to increase the opportunities for lab experiments and hands-on activities.

G6.B2.S1 Increase teacher collaboration to effectively plan for instruction

Action Step 1

1. Plan collaboratively using District Pacing Guides 2. Implement a routine of inquiry based, hands-on learning activities relevant to the objectives of the topic. 3. Utilize district developed science resources 4. Use professional learning communities (PLC) to promote best practices.

Person or Persons Responsible

Science Teachers and Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Department Meeting Agendas and Minutes

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Classroom walk-throughs, Informal and formal observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Teacher lesson plans

Plan to Monitor Effectiveness of G6.B2.S1

Progress monitoring using district data, data chats

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Department Meeting agenda, Data boards, Data binders

G6.B3 A barrier to meeting this goal is the need to increase science literacy.

G6.B3.S1 Teachers will increase the vocabulary instruction.

Action Step 1

Teachers will instruct students to use key terms and contextual clues to locate information in the text; and incorporate the use of concept mapping and graphic organizers to relate the information and concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Administration

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Observation of scientific vocabulary instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Through classroom walk-throughs and observations and evidence in student work samples and teacher lesson plans.

Plan to Monitor Effectiveness of G6.B3.S1

Classroom data, Interim assessments, and student work samples

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

On-going

Evidence of Completion

Through data chats and analysis of student work samples

G7. Data from 2013 shows that 100% of students obtained a passing score on the Biology EOC. The goal for 2014 is to maintain a 100% passing rate.

G7.B1 The need to increase the molecular and cellular biology benchmark throughout the curriculum.

G7.B1.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Action Step 1

1. Promote the use of instructional Technology 2. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. 3. Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidence in lesson plans and student work samples

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

Walk-thru observations and lesson plan checks

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Observations notes and student work samples

Plan to Monitor Effectiveness of G7.B1.S1

Monitor student in-process work via work products and evaluations

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples and assessment data

G8. The goal for the 2013-2014 school year is to increase the number of STEM technology-related experiences (robotics, field trips, etc.) for students in the Developmental Research and Engineering Academy for Mathematics and Science (Dreams).

G8.B1 Increase STEM related activities and opportunities for students.

G8.B1.S1 Increase student access to and use of the Internet in daily class work.Enroll in Fairchild Challenge, participate in Science Fair, Increase the opportunities for students to engage in Robotics.

Action Step 1

Infuse use of the Internet by students in class activities/lessons by participating in SECME and Robotics related activities.

Person or Persons Responsible

Science and Technology teachers will infuse technology into their lessons to increase STEM related activities into the curriculum.

Target Dates or Schedule

On-going during department meetings, teacher work days, and early release days

Evidence of Completion

evidence of technology usage in teacher lesson plans and student work samples.

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

Walk thru observations and lesson plan checks

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Evidence in lesson plans and student work samples

Plan to Monitor Effectiveness of G8.B1.S1

Monitor student performance, participation and attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

performance and attendance data

G9. Increase participation of CTE teachers in data driven analysis incorporating instruction on the weakest content area benchmark as well as to identify areas where CTE course rigor needs to increase.

G9.B1 Limited opportunities to use data on a regular basis

G9.B1.S1 Leadership supports and enhances regularly scheduled teacher collaboration to effectively plan for more data analysis related opportunities.

Action Step 1

Administration will provide professional development opportunities in data collection and teachers will collaboratively plan lessons that differentiate instruction based on students' needs using identified specific student weaknesses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, information in data binders, lesson plans, Department Meeting agenda and minutes

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

Data binders will be kept by all CTE teachers and monitored by department head and administration

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Up-to-date Data binders, Data boards, lesson plan evidence

Plan to Monitor Effectiveness of G9.B1.S1

CTE instructors review course-related assessment data to monitor the student's progress on identified standards

Person or Persons Responsible

CTE Teaches

Target Dates or Schedule

On-going

Evidence of Completion

Assessment data

G9.B2 Limited opportunities to include more STEM related activities.

G9.B2.S1 Allow more opportunities for participation in STEM-related activities.

Action Step 1

Provide students opportunities to apply STEM-related skills when solving real-world problems during CTE competitions or events such as the Fairchild Challenge, Miami Dade Youth Fair, Robotics, etc.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Student work samples, participation in STEM -related activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation logs, lesson plans

Plan to Monitor Effectiveness of G9.B2.S1

Reviewing student data and adjusting as needed. Monitoring the progress of STEM events.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student reading and/or math data of CTE students

G10. Our goal for the 2013-2014 school year is to have at least 10% of students scoring level 3 or higher on the 2013 Civics End-of-Course Exam.

G10.B1 Data from the 2013 District Civics Baseline Assessment indicates that only 37% of the students scored proficient.

G10.B1.S1 Ensure that all students participate in the nine (9) week cumulative Civics exam(s) that are utilized to monitor progress, content knowledge, and understanding of skills being assessed and address students' weak areas of benchmark mastery based on the Social Sciences Pacing guide

Action Step 1

1.Teachers will be reflective in planning, implementing, and assessing meaningful lesson plans within the Civics curriculum. 2. Teachers will provide the students the opportunity to work individually and collaboratively, using rich and varied sources such as the integration of technology geared to mastery of the Common Core Standards through the Civics content. 3. Teachers will ensure that students are exposed to a variety of primary and secondary resources. 4.Teachers will incorporate simulations of the democratic processes

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher lesson plans, interim assessment data

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

Analyze district assessment data and plan for instruction based on data results.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples, Department meeting minutes

Plan to Monitor Effectiveness of G10.B1.S1

Continuous monitoring of student progress and adjust strategies as needed.

Person or Persons Responsible

Civics Teachers and Social Studies Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Data binders, Data boards, Lesson Plans, Student Work Samples.

G11. The average daily attendance rate for 2013 was 96.39%. For the 2013-2014 school year the student attendance will increase percentage point to 96.44%. The number of students with excessive absences and tardiness will be reduced by .5 percent.

G11.B1 Increasing parental support in terms of attendance issues.

G11.B1.S1 1. Maintain an open line of communication with parents by immediately contacting parent when student is absent, providing them information on the importance of school attendance and the impact of poor attendance in children education and goals, and verifying if student qualifies for school bus (contact school transportation). 2. Provide community resources flyer for parents in need of community services and assistance (Ex: free health clinic). 3. Make before school care accessible to as many students as possible. 4. Provide individual counseling to assess if student is being bullied at school.

Action Step 1

Provide parent workshops and communities resource flyers to share information with parents about attendance and school related issues.

Person or Persons Responsible

Administration, School Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of workshops, community resource flyer, evidence in bullying boxes.

Action Step 2

Display bullying boxes in various places in school and provide information about the consequences of bullying.

Person or Persons Responsible

School counselors

Target Dates or Schedule

October 2013

Evidence of Completion

Display of anti-bullying boxes around the school

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

1. Review Daily Attendance Report and make a list of students with frequent absences. 2. Keep track of school attendance referrals and their outcomes. 3.Review absences data every 9 weeks or more often if needed. 4. Make sure that every teacher knows the policy on reporting absences and the referral process procedure when a student has frequent

Person or Persons Responsible

Administration and School Counselors

Target Dates or Schedule

On-going

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G11.B1.S1

1. Frequent review of referral procedures to make sure it is followed. 2. Review the link between bullying and absences (if any). 3. Review the data to see if absences have decreased with interventions.

Person or Persons Responsible

Administration and school counselors

Target Dates or Schedule

On-going

Evidence of Completion

Data reviews

G12. Data from 2013 shows that 19 students (2%) failed two or more courses in any subject. The goal for 2014 is to reduce this number to 1%.

G12.B1 A barrier to meeting the goal is the need to properly identifying at-risk students.

G12.B1.S1 Closely monitor progress of students at risk for failing a course.

Action Step 1

Counselors will monitor progress of students every grading period and provide counseling services and engage in Parent/Teacher conferences. If necessary, students will be referred to SST team.

Person or Persons Responsible

Counselors and Teachers

Target Dates or Schedule

Ongoing (as needed)

Evidence of Completion

Documentation from student conferences, parent/teacher conferences, participation logs

Action Step 2

Offer Before/After School Tutoring

Person or Persons Responsible

Administration and select teachers

Target Dates or Schedule

As needed

Evidence of Completion

Participation in afterschool/before school tutoring

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

Monitor Student Progress

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom grades, student work samples

Plan to Monitor Effectiveness of G12.B1.S1

Monitor and adjust strategies as necessary

Person or Persons Responsible

Teachers and counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Student Work Samples, Conference logs

G13. 2013 Data shows that 6% of students received one or more behavior referrals that lead to suspensions. The goal is to reduce this number to 5% for the 2014 school year.

G13.B1 The need to increase student knowledge of the Code of Student Conduct for MDCPS.

G13.B1.S1 Increase the opportunities for students to learn about the expectations within the Code of Student Conduct.

Action Step 1

1. Carry out grade-level discipline assemblies for the students. 2. Send home student discipline contracts. 3. School personnel to follow progressive discipline procedures. 4. Provide incentives (special school events, SpotSuccess certificates, Do the Right Thing, etc.)

Person or Persons Responsible

School personnel

Target Dates or Schedule

Ongoing and as needed. Discipline assembly (September 26, 2013)

Evidence of Completion

Discipline contracts

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

Maintaining records of returned discipline contracts, conferencing with students and disciplining students as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Log of returned contracts

Plan to Monitor Effectiveness of G13.B1.S1

Monitor the number and types of referrals

Person or Persons Responsible

Administration and counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation via ISIS

G14. Increase the percentage of parents participating in school-wide events by 5%.

G14.B1 Increase the opportunities for parents to not attend school-wide events despite possible language barriers and/or lack of awareness about the school event.

G14.B1.S1 Provide Parent Academy workshops, encourage parents to attend EESAC meetings and to join the PTSA.

Action Step 1

Use Connected and the school website to communicate information about upcoming events.

Person or Persons Responsible

Community Liaison, Counselors, Administration

Target Dates or Schedule

As needed for larger school events that occur after school hours. Parent/Teacher Conferences occur twice a week.

Evidence of Completion

Maintain documentation of school event participation (sign in sheets, logs, etc.), conduct parent participation surveys.

Action Step 2

Schedule school-wide activities at various times to accommodate parents with limited schedules and provide bilingual written and verbal communication and translation services, if available.

Person or Persons Responsible

Community Liaison, Counselors, Administration

Target Dates or Schedule

As needed for larger school events that occur after school hours. Parent/Teacher Conferences occur twice a week.

Evidence of Completion

Maintain documentation of school event participation (sign in sheets, logs, etc.), conduct parent participation surveys.

Action Step 3

Hold special curriculum nights to inform parents of curriculum updates and resources.

Person or Persons Responsible

Administration and select teachers

Target Dates or Schedule

ESOL Parent Night (October 1st, 2013)

Evidence of Completion

Participation log of special parent events

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

Will review parent participation rates after school events to make sure parents are being provided with the listed strategies.

Person or Persons Responsible

Administration and EESAC

Target Dates or Schedule

As needed for larger school events that occur after school hours. Parent/Teacher Conferences occur twice a week.

Evidence of Completion

Maintain documentation of school event participation (sign in sheets, logs, etc.), conduct parent participation surveys.

Plan to Monitor Effectiveness of G14.B1.S1

Review sign-in sheets to determine the number of parents attending school activities to determine increased parent participation.

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed for larger school events that occur after school hours. Parent/Teacher Conferences occur twice a week.

Evidence of Completion

Maintain documentation of school event participation (sign in sheets, logs, etc.), conduct parent participation surveys.

Coordination and Integration

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

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

N/A

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. Data from the 2013 FCAT 2.0 Reading Test indicates that 64% of students scored at proficiency level or above. The goal for the 2014 FCAT 2.0 Reading Test is to have 72% of students scoring at proficiency or above.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that the Asian, Black, Hispanic, White, ELL, SWD, and ED subgroups did not achieve their AMO target. The area of deficiency as noted for all subgroups on the 2013 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application for grades 6 and 8 and Reporting Category 1: Vocabulary for 7th graders.

G1.B1.S1 Strategies include teacher modeling, increasing the opportunities for using opinion proofs, text marking, comparing texts across different media, and teaching summarization. Students will be taught to analyze the author's purpose, and/or perspective in a variety of texts, to determine the main idea or essential message of grade level texts, in addition to identifying cause/effect relationships. The will also analyze a variety of text structures and features. Students will engage in word manipulation while engaged in vocabulary strategies.

PD Opportunity 1

Professional development and sharing of Best Practices in reading strategy instruction will be conducted via department meetings, teacher work days, and early release days. Strategies will be modeled and teachers will be provided with support on how to incorporate the reading strategies in their lessons.

Facilitator

Reading Department Chairperson and Language Arts Chairperson and LLT.

Participants

Reading and Language Arts Department Chairpersons and select Reading and Language Arts teachers alongside content area teachers

Target Dates or Schedule

At Monthly Department Meetings and select Faculty Meetings (Oct. 23, 2013, March 19, 2014)

Evidence of Completion

Meeting agendas and minutes, evidence in Professional development calendar, reading strategy documentation on lesson plans, student work samples.

G1.B2 2013 FCAT 2.0 Reading data shows that 30% of students scored at a level 3. The goal for 2014 is to increase this percentage to 37%. A barrier to increasing the percentage of students maintaining Achievement Level 3 or moving to Achievement Levels 4 or 5 on the 2014 FCAT 2.0 include a lack of explicit vocabulary strategy instruction within their core and content area classes.

G1.B2.S1 Implementation of instructional strategies that allow students opportunities to engage in word manipulation including working with prefixes, suffixes, root words, synonyms and antonyms. Teachers will explicitly teach instructional vocabulary strategies including vocabulary word maps, interview a word activities, word of the day, and have students create personal dictionaries, and incorporate word walls in their classrooms.

PD Opportunity 1

Teachers will commonly plan and share best practices in vocabulary instruction. Teachers should emphasize strategies deriving word meanings and word relationships. Content area words/roots will be infused in the vocabulary instruction. Graphic organizers will be used to engage students in multiple opportunities for word manipulation.

Facilitator

Reading and Language Arts Chairpersons and select teachers

Participants

Reading and Language Arts teachers, Content Area teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, department meeting agenda, minutes, student work samples, word walls, classroom walk-throughs

G1.B4 2013 FCAT 2.0 Reading data shows that 71% of all students made learning gains. The goal for 2014 is for 74% of students to make learning gains. A barrier that would impede students from making learning gains in reading is that data may not properly drive instruction in all curriculum areas, therefore we will increase the opportunities collaborate on data driven instruction by locating data, analyzing trends, and planning for instruction.

G1.B4.S1 Through on-going data chats, monthly professional development sessions, monthly department meetings, and participation in Professional Learning Communities, teachers will be provided by the various members of the Literacy Leadership Team with support on the significance and impact of using data to drive instruction.

PD Opportunity 1

Provide training/demonstrations using Edusoft to demonstrate how to pull data reports on baseline, interim, and other benchmark assessments in order to identify student achievement levels and collaboratively plan to differentiate the instruction to ensure student success.

Facilitator

Administration

Participants

All teachers

Target Dates or Schedule

During monthly Professional Development opportunities (department meetings, faculty meetings (Sept. 4, 2013 and Jan. 29, 2014) , teacher work days, and Early Release days)

Evidence of Completion

Meeting Agendas and minutes, Data Binders

G2. Data from the 2013 FCAT Writing Test indicates that 55% of the students scored 3.5 or above. The goal for the 2014 FCAT Writing Test is to increase the number of students scoring a 3.5 or above to 70%.

G2.B1 Increase the opportunities for the students to use the complete writing process which includes prewriting, drafting, editing, and publishing and to use proper language conventions including spelling rules, capitalization, punctuation, and parts of speech.

G2.B1.S1 Using a variety of tools including highlighters, dictionaries, word banks, and samples of proper writing products, students will be taught how to edit and use proper writing conventions.

PD Opportunity 1

. The language arts department chairperson will also provide writing strategies for the language arts teachers after attending district workshops.

Facilitator

Reading and Language Arts Chairpersons and Select Language Arts Teachers

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

November 8th, 2013

Evidence of Completion

Achievement data including informal and formal writing assessment data (District pre/post writing tests, FCAT Writing data, teacher-made writing assessments), will be gathered and shared. Strategies will be adjusted as necessary based on learning outcomes and student work samples.

G2.B3 Increase the opportunities for students to be engaged in motivational writing activities.

G2.B3.S1 1. Practice writing in a variety of models including journals, logs, newspaper articles, friendly letters, thank you notes, comic strips, and invitations. 2. Engage in various writing competitions such as the Fairchild Challenge.

PD Opportunity 1

Professional development will occur during department meetings, teacher work days, and early release days. Teachers will share best practice and provide each other with proven motivating and engaging writing lessons.

Facilitator

Language Arts and Reading Chairperson and Experienced Language Arts teachers.

Participants

Department chairpersons and language arts and reading teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Department meeting minutes and agendas

G3. Data from the 2013 FCAT 2.0 Math test shows that 49% of students scored at or above proficiency. The goal for 2014 is to increase this number to 55%.

G3.B1 2013 FCAT 2.0 Math data indicates that 29% of students scored at a level 3. The goal to increase this percentage to 45% on the 2014 FCAT 2.0 Math test is limited by the weakness in Reporting Category-Geometry and Measurement for 6th and 8th grade students.

G3.B1.S1 Using manipulatives and incorporating problem-solving strategies into real-world problems, students will be engaged in higher-order questioning and hands- on experiences to promote independent and creative thinking in geometric understanding and measurement.

PD Opportunity 1

Teachers will develop appropriate lesson plans using Best Practices and work collaboratively to include lessons in discovery-based leaning activities and higher-order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Facilitator

Math Department Chairperson

Participants

Math Department Chairperson, Math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs

G3.B2 2013 FCAT 2.0 Math data indicates that 20% of students scored at levels 4 or 5. The goal to increase this percentage to 27% is hindered by the weakness in Reporting Category-Statistics and Probability for 7th grade students.

G3.B2.S1 Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations, infuse higher-order questioning strategies to promote critical, independent, and creative thinking, provide students with opportunities to use multiple representations to model real world situations involving statistics and probabilities.

PD Opportunity 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of statistics and probability.

Facilitator

Math Department Chairperson

Participants

Math Department Chairperson, Math teachers

Target Dates or Schedule

Department Meetings and Professional Development Days (November 8, 2013)

Evidence of Completion

Classroom walk-throughs, Lesson Plans, Student Work Samples

G3.B3 2013 FCAT 2.0 Math data indicates that 62% of students made learning gains. The goal for 2014 is for 66% of students to make learning gains.

G3.B3.S1 Increase the opportunities for students to develop skills in algebraic expressions, problem-solving, and equations through problem-based learning (PBL) activities. Instructional task should replicate real life experiences.

PD Opportunity 1

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Facilitator

Math Department Chairperson

Participants

Math teachers

Target Dates or Schedule

Bimonthly Department Meetings

Evidence of Completion

Department Meeting agenda and minutes, lesson plans, student work samples

G3.B3.S2 Utilize math facts fluency programs (i.e., ReflexMath and Edgenuity) to encourage mastery of basic math facts and real-world math applications on statistics, probability, geometry and measurement.

PD Opportunity 1

Implement technology into current lessons.

Facilitator

Math Department Chairperson

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer lab rotation schedule, lesson plans, student work samples

G3.B4 2013 FCAT 2.0 Math data indicates that 52% of the lowest 25% of students made learning gains. The goal for 2014 is for 57% of the lowest 25% of students to make learning gains.

G3.B4.S1 Identify the lowest 25% of students and create lessons that differentiate instruction based on their needs.

PD Opportunity 1

Use hands-on experiences to facilitate conceptual learning and understanding of algebraic concepts and plan data driven and differentiated, flexible group instruction providing opportunities for intervention and enrichment groupings to meet the needs of all students.

Facilitator

Administration and select teachers

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Department meeting agenda and minutes, lesson plans, student work samples.

G5. Data from the 2013 Geometry EOC shows that100% of the students scored at a level 3 or higher. The goal for the 2014 Geometry EOC is to retain the current level of performance.

G5.B1 2013 Geometry EOC data shows that 5% of students scored a level 3 and 95% of students scored a level 4 or 5. The goal for 2014 is to maintain this number. Data indicates that students had difficulty with the Reporting Category-Two Dimensional Geometry, creating a possible barrier to maintaining this number.

G5.B1.S1 To find opportunities for students to practice geometric content for trigonometry functions in real-world problems, providing opportunities for the students to apply geometric concepts, while adjusting instruction to meet student needs.

PD Opportunity 1

Will commonly plan to identify students' areas of weakness and to differentiate based on those needs.

Facilitator

Math Department chairperson

Participants

Geometry Teachers and Math Department Chairperson

Target Dates or Schedule

Monthly Department Meetings and select faculty meetings (Nov. 8th and 27th, 2013 and January 8th and 29th, 2014)

Evidence of Completion

Teacher lesson plans and student work samples

G5.B1.S2 Provide students with extra support and instruction in 2-dimensional Geometry through the use of supplemental materials and technology programs.

PD Opportunity 1

Will commonly plan to identify students' areas of weakness and differentiate based on those needs and schedule time for computer lab rotations for technology infusion.

Facilitator

Math Department chairperson

Participants

Geometry Teachers and Math Department Chairperson

Target Dates or Schedule

Monthly Department Meetings and select faculty meetings (Nov. 8th and 27th, 2013 and January 8th and 29th, 2014)

Evidence of Completion

Teacher lesson plans and student work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G8.	The goal for the 2013-2014 school year is to increase the number of STEM technology-related experiences (robotics, field trips, etc.) for students in the Developmental Research and Engineering Academy for Mathematics and Science (Dreams).	$500
G14.	Increase the percentage of parents participating in school-wide events by 5%.	$4,000
	Total	$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Total
EESAC	$500	$4,000	$4,500
Total	$500	$4,000	$4,500

Budget Details

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

G8. The goal for the 2013-2014 school year is to increase the number of STEM technology-related experiences (robotics, field trips, etc.) for students in the Developmental Research and Engineering Academy for Mathematics and Science (Dreams).

G8.B1 Increase STEM related activities and opportunities for students.

G8.B1.S1 Increase student access to and use of the Internet in daily class work.Enroll in Fairchild Challenge, participate in Science Fair, Increase the opportunities for students to engage in Robotics.

Action Step 1

Infuse use of the Internet by students in class activities/lessons by participating in SECME and Robotics related activities.

Resource Type

Other

Resource

Robotics and Rocket models and projects

Funding Source

EESAC

Amount Needed

$500

G14. Increase the percentage of parents participating in school-wide events by 5%.

G14.B1 Increase the opportunities for parents to not attend school-wide events despite possible language barriers and/or lack of awareness about the school event.

G14.B1.S1 Provide Parent Academy workshops, encourage parents to attend EESAC meetings and to join the PTSA.

Action Step 1

Use Connected and the school website to communicate information about upcoming events.

Resource Type

Technology

Resource

Educational Networks School website

Funding Source

EESAC

Amount Needed

$4,000