2013-2014 SCHOOL IMPROVEMENT PLAN

Howard D. Mcmillan Middle School

13100 SW 59TH ST

Miami, FL 33183

305-385-6877

http://hdmcmillan.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Howard D. Mcmillan Middle School

Principal
Hilca Thomas

School Advisory Council chair
Amy Porzio

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

Name	Title
Hilca Thomas	Principal
David Loughlin	Assistant Principal
Angela Severino	Magnet Lead Teacher
Patricia DeAngeli	Language Arts Department Chair
Wayne Rimmer	Mathematics Department Chair
Adrian Jelenszky	Science Department Chair
Natasha Clarke-Toussaint	Social Studies Department Chair
Marco Diez	Electives Department Chair
Hortensia Rodriguez	Special Education Department Chair
Karen Adamson	Gifted Department Chair
Estelle Friedberg	Student Services Department Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal – 1
UTD Steward – 1
SAC Chair (and AT) - 1
Teachers – 5

Parents – 5
Educational Support Employee – 1
Student – 1
BCR – 3
Alternate Teacher - 1
Alternate Educational Support Employee – 1
Alternate Parent – 1
Alternate Student - 1

Involvement of the SAC in the development of the SIP

The SAC will take part in reviewing and approving the strategies suggested for meeting academic objectives, monitor progress and assist with identifying strategies for non-academic objectives as delineated in the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will meet monthly on the second Tuesday of each month from 8:10 am until 9:10 am to write, monitor progress, and assist with objectives as delineated in the School Improvement Plan.

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

SAC funds will be used to provide incentives for students achieving perfect attendance ($200), academic achievement ($300) and Math Bowl awards ($200) for a total of 700 dollars.

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

N/A

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

Administrators

of administrators
2

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

Administrator Information:

Hilca Thomas		
Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	B.S., M.S., Ed. Leadership; Biology 6-12, Economics 6-12, Sociology 6-12
Performance Record	2013 – School Grade – A Rdg. Proficiency, 62% Math Proficiency, 67% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 74 points Rdg. AMO –No Math AMO–No 2012 – School Grade – B Rdg. Proficiency, 59% Math Proficiency, 59% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –No Math AMO–No 2011 – School Grade – A Rdg. Proficiency, 73% Math Proficiency, 76% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 70 points Rdg. AMO –Yes Math AMO–Yes 2010 – School Grade – A Rdg. Proficiency, 70% Math Proficiency, 71% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 69 points AYP – No 2009 – School Grade – A Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 68 points AYP - No

David Loughlin		
Asst Principal	Years as Administrator: 7	Years at Current School: 4

Credentials	B.S. M.S., Elem. Ed., Exceptional Student Ed., Ed. Leadership
Performance Record	2013 – School Grade – A Rdg. Proficiency, 62% Math Proficiency, 67% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25%-74 points Rdg. AMO – No Math AMO – No 2012 – School Grade – B Rdg. Proficiency, 59% Math Proficiency, 59% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –No Math AMO–No 2011 – School Grade – A Rdg. Proficiency, 73% Math Proficiency, 76% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 70 points Rdg. AMO –Yes Math AMO–Yes 2010 – School Grade – A Rdg. Proficiency, 70% Math Proficiency, 71% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 69 points AYP - No 2009 – School Grade – A Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 68 points AYP - No

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
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

55, 100%

 # Highly Qualified Teachers

62%

 # certified in-field

55, 100%

 # ESOL endorsed

16, 29%

 # reading endorsed

7, 13%

 # with advanced degrees

23, 42%

 # National Board Certified

3, 5%

 # first-year teachers

2, 4%

 # with 1-5 years of experience

4, 7%

 # with 6-14 years of experience

31, 56%

 # with 15 or more years of experience

18, 33%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

Strategies to recruit and retain highly qualified, certified in field and effective teachers include: 1. Meeting with beginning teachers throughout the year with Administrative Team and Professional Growth Team (PGT). 2. Promote highly-qualified teachers to leadership positions (Team Leaders and Department Chairpersons) within the school and have them conduct professional development activities so that they can share their wealth of knowledge with other teachers. 3. Review Applicant Tracking System to identify candidates who are certified in subject areas for which there are openings. 4. Encourage new mentor teachers for the MINT program.

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

Through the District's Mentoring and Induction for New Teachers (MINT) program, mentor teachers collaborate with mentee teachers throughout the school year. Mentor and mentees are provided with professional development days in which they observe and provide feedback on classroom instruction. In an effort to retain new teachers, all new teachers to the building are automatically assigned a Professional Growth Team (PGT) which consists of two teachers that provide assistance and guidance. Our Department Chairs are also paired with the new teachers in their area to provide assistance with curriculum issues, including content knowledge, pedagogy, and procedures. We have developed an in-house beginning teacher program that consists of monthly meetings to address needs that pertain to academic achievement, classroom management techniques and "tricks of the trade". These meetings are supplemental to the regularly scheduled school wide teacher training, of which there are five early release days throughout the school year, and two professional development days.

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

Howard D. McMillan's Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

The Howard D. McMillan Middle School MTSS/RtI leadership team 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, student social/emotional well-being, and prevention of student failure through early intervention.
Tier 1(Leadership Team)
• Administrators Hilca Thomas, Principal and David Loughlin, Assistant Principal, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps,

allocate resources;
In addition to the school administrators the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• School reading, math, science and specialists – Patricia DeAngeli, Wayne Rimmer, Adrian Jelenszky Department Chairs provide instructional support, best practices and content resources
• Special education personnel - Hortensia Rodriguez (Sped Chair for Inclusion and VE), Arisleida Deguzman (SPED Chair for our ASD Unit), Paul Seidner (FAB and BIP Coordinator)
• School guidance counselors - Estelle Friedberg (SST and PST Coordinator), Dorelys Navarro (Coordinator of teachers' evaluation process)
• School psychologist - Jacqueline Leon (Evaluations, testing and student observations)
• School social worker - Darlene Alvarez-Arce (family history and liaison for outside/community resources)
• Member of advisory group, community stakeholders, parents - Amy Porzio (EESAC Chair)
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Administrators and School specialists of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
School Specialists of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

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. Academic:
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Interim assessments
• State/Local Math and Science assessments
• FCAT

- Student grades
- School site specific assessments
3. Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

Howard D. McMillan will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,200

Howard D. McMillan provides services to ensure students requiring additional remediation are assisted through extended learning opportunities through before-school and/or after-school tutoring. Department Chairs and teachers evaluate individual student performances on classroom assignments and interim assessments and develop intervention approaches for volunteer tutoring sessions.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teacher generated assessments and interim assessments are collected and analyzed to determine the effectiveness of the tutorial sessions.

Who is responsible for monitoring implementation of this strategy?

Implementation of the before-school and/or after-school tutoring is monitored by Department Chairs and Administration.

Strategy: Weekend Program

Minutes added to school year: 1,440

Howard D. McMillan provides services to ensure students requiring additional remediation are assisted through extended learning opportunities through Saturday School Academy. Instruction in Reading, Math, Science and Writing are provided with research-based, district provided modules.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Weekly extended learning modules, teacher generated assessments and interim assessments are collected and analyzed to determine the effectiveness of the Saturday School Academy.

Who is responsible for monitoring implementation of this strategy?

Implementation of the Saturday School Academy in monitored by Administration.

Literacy Leadership Team (LLT)

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

Name	Title
Hilca Thomas	Principal
David Loughlin	Assistant Principal
Angela Severino	Magnet Lead Teacher

Name	Title
Karen Adamson	Gifted Department Chair
Omar Rodriguez-Hazan	Media Specialist
Natasha Clarke-Toussaint	Social Studies Department Chair
Wayne Rimmer	Mathematics Department Chair
Patricia DeAngeli	Language Arts Department Chair
Adrian Jelenszky	Science Department Chair
Marco Diez	Electives Department Chair
Estelle Friedberg	Student Services Department Chair
Hortensia Rodriguez	Special Education Department Chair

How the school-based LLT functions

The Literacy Leadership Team role is to increase capacity of reading knowledge within the school building and focus on areas of concern regarding literacy across the school. The School Literacy Leadership Team will meet at least 5 times during the school year. (Oct., Dec., Feb., Apr., May) The meetings will include dialogue, training, study groups and sharing of literacy plans and action. The team will also meet with the Response to Intervention team to provide reading support and ensure that the multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The Howard D. McMillan Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

The literacy leadership team will present the school's comprehensive reading plan described in the Howard D. McMillan School Improvement Plan. Teachers will be afforded the opportunity to participate in applicable professional development. Teachers will also be required to submit sample reading lessons that they have incorporated into their classes, as well as a description of whether the lesson was successful or not. Successful lessons will be shared with the faculty.

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

By promoting Career Pathways and Programs of Study, Howard D. McMillan students will learn about high school academy programs and have a better understanding and appreciation of the postsecondary opportunities available, and a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

Articulation agreements allow students to earn high school credits and provide more opportunities for students to complete high school earlier. Howard D. McMillan Middle students have the opportunity to earn high school credits in Algebra Honors, Geometry Honors, Physical Science Honors and Biology Honors.
Transition Tools expose our 8th graders to high school choices and career awareness. Career awareness is also incorporated into selected vocational courses.

Strategies for improving student readiness for the public postsecondary level

By focusing on increasing student performance on the FCAT (Levels 3 or better), Howard D. McMillan will increase the number of eligible students for high school credit courses in Mathematics and Science.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	62%	No	70%
American Indian				
Asian	87%		Yes	88%
Black/African American				
Hispanic	67%	61%	No	70%
White	62%	67%	Yes	66%
English language learners	48%	35%	No	54%
Students with disabilities	49%	38%	No	54%
Economically disadvantaged	65%	61%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	231	28%	31%
Students scoring at or above Achievement Level 4	263	32%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	23%	25%
Students scoring at or above Level 7	18	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	76%

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)	42	30%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	26%	33%

Postsecondary Readiness

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

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	111	41%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	67%	70%

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%	67%	Yes	72%
American Indian				
Asian	87%		Yes	88%
Black/African American				
Hispanic	69%	66%	Yes	72%
White	67%	72%	Yes	70%
English language learners	56%	47%	No	60%
Students with disabilities	57%	49%	Yes	61%
Economically disadvantaged	67%	64%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	32%	35%
Students scoring at or above Achievement Level 4	153	23%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	43%	45%
Students scoring at or above Level 7	12	27%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		74%	77%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		82%	84%
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	34	31%	31%
Students scoring at or above Achievement Level 4	73	68%	68%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		*[data excluded for privacy reasons]*	6%
Students scoring at or above Achievement Level 4	45	94%	94%

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	58	26%	30%
Students scoring at or above Achievement Level 4	43	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		37%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		21%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	37%	37%
Students scoring at or above Achievement Level 4	27	55%	55%

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)	6		8
Participation in STEM-related experiences provided for students	408	48%	55%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	360	42%	50%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	100	11%	22%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	25%	25%

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	90	10%	9%
Students who fail a mathematics course	15	2%	1%
Students who fail an English Language Arts course	21	2%	1%
Students who fail two or more courses in any subject	27	3%	2%
Students who receive two or more behavior referrals	54	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	115	13%	12%

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

N/A

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal for the 2013-2014 school year is for 70% of all our students to score a Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

G2. Our Goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 6 percentage points from 41% on the 2013 FCAT Writing Assessment to 47% on the 2014 FCAT Writing Assessment.

G3. Our goal for the 2013-2014 school year is for 72% of students will score Level 3 or higher on the FCAT 2.0 Mathematics.

G4. Our goal for 2013-2014 is to maintain participation in End-of-Course courses at 84% or higher and performance in End-of-Course assessments at 100%.

G5. Our goal for the 2014 Algebra End-of-Course assessment is to maintain student proficiency of Levels 3 and higher at 99% and above.

G6. Our goal for the 2014 Geometry End-of-Course assessment is to maintain student proficiency of Levels 3 and higher at 100% and above.

G7. Our goal for the 2013-2014 school year is for 51% of students to score at Level 3 or above on the FCAT Science Assessment.

G8. Our goal for the 2013-2014 school year is to maintain 94% of all students at Level 3 proficiency or above.

G9. Our goal for the 2013-2014 Civics Winter Interim Assessment is to achieve 70% of students scoring at proficiency.

G10. Our goal for the 2014-2015 school year is to increase the number of STEM related activities and the percent participation of students.

G11. Our goal is to increase the number of students enrolled in Career and Technical Education (CTE) elective courses (Exploring Technology, Health Explorations Technology, and Computer Logic).

G12. Our goal in monitoring Early Warning Systems is to increase student attendance, while mitigating student behavior to minimize lost instructional time.

Goals Detail

G1. Our goal for the 2013-2014 school year is for 70% of all our students to score a Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

Targets Supported

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

Resources Available to Support the Goal

- Achieve 3000 - Computer Assisted Reading Program

- Voyager Reading Program - Computer Assisted Reading Program

- FCAT Explorer - Computer Assisted Reading Program

- Destination Learning - Computer Assisted Reading Program

- Classroom Textbook - McDougall Littel Literature

- Accelerated Reader Program

- Auditory tapes

- Text readers

- Home Language Assistance Program (HLAP)

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading Test indicate that 61% of students in subgroup Hispanic achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

- The results of the 2013 FCAT Reading Test indicate that 35% of students in subgroup English Language Learners achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

- The results of the 2013 FCAT Reading Test indicate that 38% of students in subgroup Students with Disabilities achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

- The results of the 2013 FCAT Reading Test indicate that 28% of students achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective for all students.

- The results of the 2013 FCAT Reading Test indicate that 32% of all students achieved Levels 4-5 proficiency, not meeting the targeted Adequate Measurable Objective for all students.

- The results of the 2013 FAA Reading Test indicate that 23% of students achieved Levels 4, 5, and 6 proficiency.

- The results of the 2013 FAA Reading Test indicate that 41% of students achieved Levels 7, 8, and 9 proficiency.

- The results of the 2013 FCAT Reading Test indicate that 67% of students made learning gains with deficiency in Reading Application.

- The results of the 2013 FCAT Reading Test indicate that 73% of students in the lowest 25% made learning gains with deficiency in Reading Application.

- The results of the Spring 2013 CELLA indicate that 30% of students demonstrated proficiency in Listening and Speaking.

- The results of the Spring 2013 CELLA indicate that 33% of students demonstrated proficiency in Reading.

- The results of the Spring 2013 CELLA indicate that 26% of students demonstrated proficiency in writing.

Plan to Monitor Progress Toward the Goal

End of year assessments will be reviewed for student performance.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014.

Evidence of Completion:
End of year assessment scores.

G2. Our Goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 6 percentage points from 41% on the 2013 FCAT Writing Assessment to 47% on the 2014 FCAT Writing Assessment.

Targets Supported
- Writing

Resources Available to Support the Goal
- Language Arts Textbook - McDougal Littel
- Write Traits Program

Targeted Barriers to Achieving the Goal
- Minimal exposure to persuasive and argumentative writing techniques.
- The 2013 FAA Writing Assessment indicates that 67% of student scores Levels 4 and above.

Plan to Monitor Progress Toward the Goal

Review student performance on end of year assessments.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014.

Evidence of Completion:
End of year assessment scores.

G3. Our goal for the 2013-2014 school year is for 72% of students will score Level 3 or higher on the FCAT 2.0 Mathematics.

Targets Supported

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

Resources Available to Support the Goal

- Holt Textbooks, Holt Online Resources, and Holt Worktexts

- Flouris Online Resources

- Gizmos Online

- Reflex Online

- Discovering Geometry

- Mathematics Pacing Guides

- Carnegie Melon Online

- Discovery Geometry

- iPrep Math Lab

- Focus Florida Achieves

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematics Assessment indicate that 47% of students in subgroup English Language Learners achieved Level 3 proficiency, not meeting the 2013 Adequate Measurable Objective.

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicatesthat 32% of students achieved Level 3 proficiency.

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 23% of students achieved Levels 4 and 5 proficiency.

- The results of the 2013 Mathematics Alternate Assessment indicate that 43% of students achieved Levels 4, 5, and 6.

- The results of the 2013 Mathematics Alternate Assessment indicate that 27% of students achieved Levels 7, 8, and 9.

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 74% of students made learning gains.

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 74% of students in the lowest 25% made learning gains.

Plan to Monitor Progress Toward the Goal

Review student performance on end of year assessments.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014.

Evidence of Completion:
End of year assessment scores.

G4. Our goal for 2013-2014 is to maintain participation in End-of-Course courses at 84% or higher and performance in End-of-Course assessments at 100%.

Targets Supported

Resources Available to Support the Goal
- Holt Textbooks, Holt Online Resources, and Holt Worktexts

- Flouris Online Resources

- Gizmos Online

- Reflex Online

- Discovering Geometry

- Mathematics Pacing Guides

- Carnegie Melon Online

- Discovery Geometry

- iPrep Math Lab

- Focus Florida Achieves

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that an area of deficiency is Fractions, Ratios/Proportional Relationships, and Statistics.

Plan to Monitor Progress Toward the Goal

Review student performance on end of year assessments.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014.

Evidence of Completion:
End of year assessment scores.

G5. Our goal for the 2014 Algebra End-of-Course assessment is to maintain student proficiency of Levels 3 and higher at 99% and above.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Focus Florida Achieves
- Algebra Nation Online Resources
- Pearson Online Resources
- Pearson Algebra I Honors Gold Series
- Carnegie Learning Workbooks and Online Resources
- Gizmos Online
- iPrep Math Lab

Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra EOC assessment indicate that 31% of students scored at Level 3. An area of difficulty for students was in Rationals, Radicals, Quadratics, and Discrete Mathematics.
- The results of the 2013 Algebra EOC Assessment indicates that 68% of students achieved at or above Level 4 proficiency. An area of difficulty for students was in Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Review student performance on end of year assessments.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team

Target Dates or Schedule:
May or June of 2014

Evidence of Completion:
End of year assessments.

G6. Our goal for the 2014 Geometry End-of-Course assessment is to maintain student proficiency of Levels 3 and higher at 100% and above.

Targets Supported

- Math ()

- Geometry EOC

Resources Available to Support the Goal

- Focus Florida Achieves

- Flourish Online Resources

- Gizmos Online

- Discovering Geometry

Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC assessment indicate that 6% of students score at Level 3. The area of least proficiency was in Three-Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Interim Assessments

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly Data Chats

Evidence of Completion:
Meeting Log

G7. Our goal for the 2013-2014 school year is for 51% of students to score at Level 3 or above on the FCAT Science Assessment.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- District Pacing Guides
- Inquiry based labs
- FCAT Explorer Science
- Discovery Learning
- Saturday Program

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Science Assessment indicate that 26% of students achieved Level 3 proficiency.
- The results of the 2013 FCAT 2.0 Science Assessment indicate that 19% of students achieved Levels 4 and 5 proficiency.
- The results of the 2013 FAA Science Assessment indicate that 33% of students achieved Levels 4-6 proficiency.
- The results of the 2013 FAA Science Assessment indicate that 20% of students achieved Levels 7-8 proficiency.

Plan to Monitor Progress Toward the Goal

Review student performance on end of year assessment.

Person or Persons Responsible
Adminstration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014

Evidence of Completion:
End of year assessment scores.

G8. Our goal for the 2013-2014 school year is to maintain 94% of all students at Level 3 proficiency or above.

Targets Supported
- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Florida Achieves Focus

Targeted Barriers to Achieving the Goal
- The results of the 2013 Biology End-of-Course (EOC) Assessment indicate that 37% of students scored Level 3 proficiency. The area of greatest difficulty for students was in Molecular and Cellular Biology

Plan to Monitor Progress Toward the Goal

Review student performance on end of assessments.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May of June of 2014.

Evidence of Completion:
End of year assessment scores.

G9. Our goal for the 2013-2014 Civics Winter Interim Assessment is to achieve 70% of students scoring at proficiency.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- District Civics Textbook
- Discovery Channel
- NBC Learn
- CNN Student News
- BrainPop
- Scholastic magazines

Targeted Barriers to Achieving the Goal
- Students need additional exposure to the fundamentals of organization and function of government.

Plan to Monitor Progress Toward the Goal

Review student performance on end of year assessment.

Person or Persons Responsible
Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014

Evidence of Completion:
End of year assessment score.

G10. Our goal for the 2014-2015 school year is to increase the number of STEM related activities and the percent participation of students.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Cambridge Robotics Engineering and Technology Education Magnet Program.
- Robotics Engineering Certified Teachers.
- Robotics programming certification opportunity.

Targeted Barriers to Achieving the Goal
- Parent and student awareness of STEM related activities.

Plan to Monitor Progress Toward the Goal

Student applications for magnet program and participation in STEM related experiences.

Person or Persons Responsible
Administration and Magnet Lead Teacher.

Target Dates or Schedule:
May or June of 2014.

Evidence of Completion:
Student applications, calendar of events, field trip forms.

G11. Our goal is to increase the number of students enrolled in Career and Technical Education (CTE) elective courses (Exploring Technology, Health Explorations Technology, and Computer Logic).

Targets Supported
- CTE

Resources Available to Support the Goal
- Articulation Process, Marketing tools, Industry Certification Opportunity

Targeted Barriers to Achieving the Goal
- Parents and students need awareness and education of the availability of CTE courses and their benefits.

- Parents and students need awareness and education of the availability of accelerated courses and their benefits.

Plan to Monitor Progress Toward the Goal

Review master schedule plan for student enrollment in CTE courses and accelerated course.

Person or Persons Responsible
Administration and Magnet Lead Teacher.

Target Dates or Schedule:
May or June of 2014

Evidence of Completion:
Student schedules.

G12. Our goal in monitoring Early Warning Systems is to increase student attendance, while mitigating student behavior to minimize lost instructional time.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- District Attendance Policy

- Student Code of Conduct

- School Guidance Counselors

- School Psychologist

- Peer Mediation Team

- Tutorial Programs

- School Incentive Programs - Do The Right Thing, Student of the Month, Spot Success

- School Social Worker

Targeted Barriers to Achieving the Goal

- Parents and students need additional information and awareness of the District Attendance Policy.

- Parents and students need additional information and awareness of academic tutorial services.

- Parents and students need additional information and awareness of the District Student Code of Conduct and students need examples and incentives for positive behavior.

Plan to Monitor Progress Toward the Goal

Review Early Warning Systems on Attendance Reports, ESE Suspension Reports, Functional Assessment of Behavior Plans, and Report Cards.

Person or Persons Responsible
Administration, MTSS/RtI Leadership Team.

Target Dates or Schedule:
May or June of 2014.

Evidence of Completion:
Attendance Reports, ESE Suspension Reports, Functional Assessment of Behavior Plans, and Report Cards

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for the 2013-2014 school year is for 70% of all our students to score a Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 The results of the 2013 FCAT Reading Test indicate that 61% of students in subgroup Hispanic achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

G1.B1.S1 Identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

Action Step 1

Increase practice with prefixes, suffixes, root words, synonyms, and antonyms

Person or Persons Responsible

Language Arts/Reading Teachers

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Classwork

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

Ongoing classroom assessment data will be shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly data chats.

Evidence of Completion

Student performance on formative assessments.

G1.B2 The results of the 2013 FCAT Reading Test indicate that 35% of students in subgroup English Language Learners achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

G1.B2.S1 Identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

Action Step 1

Increase practice with prefixes, suffixes, root words, synonyms, and antonyms

Person or Persons Responsible

Language Arts/Reading Teachers and ESOL Teachers

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Classwork

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

Ongoing classroom assessment data will be shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B2.S1

Classroom assessments, district interim assessments and FAIR assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly data chats.

Evidence of Completion

Student performance on formative assessments.

G1.B3 The results of the 2013 FCAT Reading Test indicate that 38% of students in subgroup Students with Disabilities achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

G1.B3.S1 Increase vocabulary development to increase reading comprehension using context clues, practice with prefixes, suffixes, and root words.

Action Step 1

Increase practice with prefixes, suffixes, root words using word charts, illustrations, and interactive word walls.

Person or Persons Responsible

Language Arts/Reading Teachers

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Classwork

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B3.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly data chats.

Evidence of Completion

Student performance on formative assessments.

G1.B4 The results of the 2013 FCAT Reading Test indicate that 28% of students achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective for all students.

G1.B4.S1 Increase practice in determining main idea or essential message and identifying author's purpose

Action Step 1

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

Person or Persons Responsible

Language Arts/Reading Classroom Teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

Facilitator:

Sherry Reach

Participants:

2 Language Arts teachers, 3 Mathematics teachers and 2 Science teachers.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and Literacy Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B4.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administrators and Literacy Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B5 The results of the 2013 FCAT Reading Test indicate that 32% of all students achieved Levels 4-5 proficiency, not meeting the targeted Adequate Measurable Objective for all students.

G1.B5.S1 Develop students' abilities to synthesis meaning from a variety of print aids, including text, symbols, and pictures.

Action Step 1

Use read alouds, auditory tapes, and text readers that provide print with visuals and/or symbols, and provide students with continuous review/practice when learning reading concepts.

Person or Persons Responsible

Language Arts/Reading Classroom Teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

Facilitator:

Angela Bown

Participants:

2 Language Arts/Reading teachers.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and Literacy Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B5.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administrators and Literacy Leadership Team.

Target Dates or Schedule

Quarterly Data Chats

Evidence of Completion

Student performance on formative assessments.

G1.B6 The results of the 2013 FAA Reading Test indicate that 23% of students achieved Levels 4, 5, and 6 proficiency.

G1.B6.S1 Increase practice in synthesizing meaning from a variety of print ads, including text, symbols, and pictures.

Action Step 1

Use read-a-louds, auditory tapes, and text readers that provide print with visuals and/or symbols.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork folders, teacher lesson plans.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B6.S1

Classroom assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B7 The results of the 2013 FAA Reading Test indicate that 41% of students achieved Levels 7, 8, and 9 proficiency.

G1.B7.S1 Develop the ability to synthesis meaning from a variety of print aids, including text, symbols, and pictures.

Action Step 1

Guided reading in fiction, nonfiction and informational text to identify the differences; vocabulary introduced to students with pictures and print; reading selections with high interest/low readability.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork folders, teacher lesson plans.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B7.S1

Classroom assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B8 The results of the 2013 FCAT Reading Test indicate that 67% of students made learning gains with deficiency in Reading Application.

G1.B8.S1 Increase practice in determining main idea or essential message and identifing author's purpose.

Action Step 1

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

Person or Persons Responsible

Language Arts/Reading Classroom Teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and Literacy Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B8.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administrators and Literacy Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B9 The results of the 2013 FCAT Reading Test indicate that 73% of students in the lowest 25% made learning gains with deficiency in Reading Application.

G1.B9.S1 Increase practice in determining main idea or essential message and identifying author's purpose with the use of scaffolding and the utilization of supplemental materials and technology in order to increase vocabulary comprehension and make real-world connections in conjunction with the Voyager Reading Program.

Action Step 1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, use illustrations and diagram, task cards, chunking, graphic organizers and reciprocal teaching.

Person or Persons Responsible

Language Arts/Reading Classroom Teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

Facilitator:

Adranne Green

Participants:

3 Language Arts teachers.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and Literacy Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B9.S1

Classroom assessments, FAIR assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administrators and Literacy Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B10 The results of the Spring 2013 CELLA indicate that 30% of students demonstrated proficiency in Listening and Speaking.

G1.B10.S1 Increase opportunities to develop fluency and comprehension through interactions that may facilitate the learning process.

Action Step 1

Teacher led groups will be utilized to create communication paths between students and teachers in whole class, small group and individual instruction with modeling, diagrams, think-a-louds, repetitions and reader's theatre exercises (role playing).

Person or Persons Responsible

Classroom ELL Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Classwork

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

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chair, LEP Committee, MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B10.S1

Classroom Assessments, District Interim Assessments, FAIR Assessment will be reviewed to monitor student progress.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team, Department Chair, LEP Committee.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B11 The results of the Spring 2013 CELLA indicate that 33% of students demonstrated proficiency in Reading.

G1.B11.S1 Use visual displays and graphic organizers to provide additional contextual information to support comprehension, small-group instruction, and pair/share activities; as well as the use of interactive work walls, cognates, task cards and reciprocal teaching.

Action Step 1

Activate prior knowledge, use picture walls, prediction and various reading formats, and incorporate vocabulary with context clues.

Person or Persons Responsible

Classroom ELL Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chair, LEP Committee, MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B11.S1

Classroom Assessments, District Interim Assessments, FAIR Assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team, Department Chair, LEP Committee.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G1.B12 The results of the Spring 2013 CELLA indicate that 26% of students demonstrated proficiency in writing.

G1.B12.S1 Increase opportunities for daily writing and practicing of language and grammar knowledge.

Action Step 1

Teachers will incorporate journal writing, letter writing and share and respond sessions. Process writing will be included with rubrics to follow for planning, drafting, editing and revising.

Person or Persons Responsible

Classroom ELL Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chair, LEP Committee, MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G1.B12.S1

Classroom Assessments, District Interim Assessments, FAIR Assessments.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team, Department Chair, LEP Committee.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G2. Our Goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 6 percentage points from 41% on the 2013 FCAT Writing Assessment to 47% on the 2014 FCAT Writing Assessment.

G2.B1 Minimal exposure to persuasive and argumentative writing techniques.

G2.B1.S1 Develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.

Action Step 1

Review persuasive writing techniques with students; poetry, print and media advertisements, editorials, and speeches used as examples for students to evaluate persuasive techniques; use of support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

Person or Persons Responsible

2 Language Arts Teachers

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classroom Writing Folders

Facilitator:

Laurie Kaplan

Participants:

2 Language Arts/Reading teachers.

Action Step 2

Review word choice and how connotations and denotations of words impact meaning; use sensory chart to appeal to emotions and word array activities

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classroom Writing Folders

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G2.B1.S1

Classroom Assessments and Pre-Writing Assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Adminstriation and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G2.B2 The 2013 FAA Writing Assessment indicates that 67% of student scores Levels 4 and above.

G2.B2.S1 Provide students with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Provide students with visuals with sentences and picture cards to create sentences.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G2.B2.S1

Classroom assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G3. Our goal for the 2013-2014 school year is for 72% of students will score Level 3 or higher on the FCAT 2.0 Mathematics.

G3.B1 The results of the 2013 FCAT Mathematics Assessment indicate that 47% of students in subgroup English Language Learners achieved Level 3 proficiency, not meeting the 2013 Adequate Measurable Objective.

G3.B1.S1 Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Action Step 1

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

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Assessment indicatesthat 32% of students achieved Level 3 proficiency.

G3.B2.S1 Increase opportunities to investigate geometric properties and develop spatial sense.

Action Step 1

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

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

Facilitator:

Sherry Reach

Participants:

3 Mathematics teachers.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B2.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

student performance on formative assessments.

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 23% of students achieved Levels 4 and 5 proficiency.

G3.B3.S1 Increase opportunities to explore and investigate geometric concepts and real-world application.

Action Step 1

Use computer software to draw various polygons and investigate their interior angles.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B3.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G3.B3.S2 Continue exploring and investigating geometric concepts and real-world applications in the mathematics classroom, as well as added tutorial lessons during Before and After-School tutorials and Saturday School Tutoring.

Action Step 1

Continue working with various polygons and inestigate their interior angles while using additional online resourses and test prep materials for 3-D Geometry, as well as added tutorial lessons during Before and After-School tutorials and Saturday School Tutoring.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Classwork and tutorial attendance sheets.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetngs.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B3.S2

Classroom assessments and formative assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G3.B4 The results of the 2013 Mathematics Alternate Assessment indicate that 43% of students achieved Levels 4, 5, and 6.

G3.B4.S1 Increased opportunities to learn basic concepts using manipulatives.

Action Step 1

Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B4.S1

Focus Lessons.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on Focus Lessons.

G3.B5 The results of the 2013 Mathematics Alternate Assessment indicate that 27% of students achieved Levels 7, 8, and 9.

G3.B5.S1 Increase opportunities to learn basic concepts using manipulatives.

Action Step 1

Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

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

Classwork.

Person or Persons Responsible

Department Chairs and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B5.S1

Focus Lessons.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on Focus Lessons.

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 74% of students made learning gains.

G3.B6.S1 Use technology and manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides.

Action Step 1

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

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B6.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 74% of students in the lowest 25% made learning gains.

G3.B7.S1 Provide appropriate interventions, remediation and enrichment opportunities in Geometry and Measurements.

Action Step 1

Provide opportunities to investigate geometric properties and use virtual manipulatives to explore area and perimeter of two-dimensional figures.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs and Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G3.B7.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G4. Our goal for 2013-2014 is to maintain participation in End-of-Course courses at 84% or higher and performance in End-of-Course assessments at 100%.

G4.B1 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that an area of deficiency is Fractions, Ratios/Proportional Relationships, and Statistics.

G4.B1.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Use problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G4.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G4.B1.S2 Include use of Focus Data, Before and After-School tutorials and Saturday School tutorials.

Action Step 1

Continue problem-solving strategies to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom, as well as added tutorial lessons during Before and After-School tutorials and Saturday School Tutoring.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going through the school year

Evidence of Completion

Classwork and Tutorial Attendance sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S2

On-going classroom assessment data shared during Department Meetings.

Person or Persons Responsible

Department Chairs, Adminstration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G4.B1.S2

Classroom assessments and formative assessments.

Person or Persons Responsible

Adminstration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student Performance on formative assessment.

G5. Our goal for the 2014 Algebra End-of-Course assessment is to maintain student proficiency of Levels 3 and higher at 99% and above.

G5.B1 The results of the 2013 Algebra EOC assessment indicate that 31% of students scored at Level 3. An area of difficulty for students was in Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B1.S1 Increase opportunities to utilize manipulatives and technology in relation to developing mathematical skills and concepts in Algebra Standard 7.

Action Step 1

Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classwork

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

Ongoing class assessment data shared during department meetings

Person or Persons Responsible

Department Chairs, Administration, MTSS/RtI Leadership Team

Target Dates or Schedule

Weekly Department Meetings

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G5.B1.S2 Continue to utilize manipulatives and technology in relation to developing mathematical skills and concepts in Algebra Standard 7 in the mathematics classrooms, as well as added tutorial lessons during Before and After-School tutorials and Saturday School Tutoring.

Action Step 1

Continue to implement research based strategies to include manipulative and interactive classroom technology in the classroom as well as during Before and After-School tutoring and Saturday School Tutorials.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing thoughout the school year.

Evidence of Completion

Classwork.

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

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration, MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data, best practices and tutorial attendance sheets.

Plan to Monitor Effectiveness of G5.B1.S2

Classroom assessments and formative assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G5.B2 The results of the 2013 Algebra EOC Assessment indicates that 68% of students achieved at or above Level 4 proficiency. An area of difficulty for students was in Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B2.S1 Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts, solve real-world problems using quadratic equations, use venn digrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration, MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G5.B2.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G6. Our goal for the 2014 Geometry End-of-Course assessment is to maintain student proficiency of Levels 3 and higher at 100% and above.

G6.B1 The results of the 2013 Geometry EOC assessment indicate that 6% of students score at Level 3. The area of least proficiency was in Three-Dimensional Geometry.

G6.B1.S1 Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affect the parameters.

Action Step 1

Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Classroom Teachers, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G6.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G6.B1.S2 Utilize Florida Focus Data, Tutoring before and after-school, as well as Saturdays, additional online resources and test-prep materials for 3-D Geometry.

Action Step 1

Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. [copy]

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Classroom Teachers, Adminstration and MTSS/RtI leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G6.B1.S2

Classroom assessments and formative assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G7. Our goal for the 2013-2014 school year is for 51% of students to score at Level 3 or above on the FCAT Science Assessment.

G7.B1 The results of the 2013 FCAT 2.0 Science Assessment indicate that 26% of students achieved Level 3 proficiency.

G7.B1.S1 Provide additional practice in developing and understanding scientific concepts through a variety of methods.

Action Step 1

Teachers will incorporate inquiry based hands-on activities and labs addressing the deficient area of the Nature of Science benchmarks.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classwork

Facilitator:

Mr. Echeverri

Participants:

4 Science Teachers

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

Ongoing class assessment data shared during department meetings

Person or Persons Responsible

Department Chairs and MTSS/RtI Leadership Team

Target Dates or Schedule

Weekly Department Meetings

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G7.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Adminstration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G7.B2 The results of the 2013 FCAT 2.0 Science Assessment indicate that 19% of students achieved Levels 4 and 5 proficiency.

G7.B2.S1 Provide eighth grade students in the high school credit course, Physical Science, with general science benchmarks that are tested on the FCAT 2.0 Science.

Action Step 1

Science teachers will provide Intensive Saturday school tutorial for FCAT preparation in addition to videos such as those from Discovery Learning.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork and Saturday school schedule.

Facilitator:

Sherry Reach

Participants:

3 Science teachers.

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

Ongoing lesson assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G7.B2.S1

Classroom assessments and interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G7.B3 The results of the 2013 FAA Science Assessment indicate that 33% of students achieved Levels 4-6 proficiency.

G7.B3.S1 Incorporate grade appropriate Next Generation Sunshine State Standards Access Points for science in daily lesson plans.

Action Step 1

Provide scaffolding activities for the Next Generation Sunshine State Standards Access Points for science.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shard data and best practices.

Plan to Monitor Effectiveness of G7.B3.S1

Classroom assessments and focus lessons will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G7.B4 The results of the 2013 FAA Science Assessment indicate that 20% of students achieved Levels 7-8 proficiency.

G7.B4.S1 Provide in-classroom opportunities for students to design and develop science and engineering projects.

Action Step 1

Develop scaffolding lessons with rubrics for students to design and develop science projects.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork.

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Ongoing assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs and MTSS/RtI Leadership Team

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G7.B4.S1

Classroom assessments and focus lessons will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G8. Our goal for the 2013-2014 school year is to maintain 94% of all students at Level 3 proficiency or above.

G8.B1 The results of the 2013 Biology End-of-Course (EOC) Assessment indicate that 37% of students scored Level 3 proficiency. The area of greatest difficulty for students was in Molecular and Cellular Biology

G8.B1.S1 Increase exposure and opportunities for hands-on activities in Molecular and Cellular Biology.

Action Step 1

Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classwork

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

Ongoing classroom assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G8.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G9. Our goal for the 2013-2014 Civics Winter Interim Assessment is to achieve 70% of students scoring at proficiency.

G9.B1 Students need additional exposure to the fundamentals of organization and function of government.

G9.B1.S1 Increase classroom critical thinking activities to address district approved Civics Benchmarks.

Action Step 1

Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Ongoing class assessment data shared during department meetings.

Person or Persons Responsible

Department Chairs, Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Weekly Department Meetings.

Evidence of Completion

Shared data and best practices.

Plan to Monitor Effectiveness of G9.B1.S1

Classroom assessments and district interim assessments will be reviewed to monitor student progress.

Person or Persons Responsible

Admininstration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Data Chats.

Evidence of Completion

Student performance on formative assessments.

G9.B1.S2 Provide students with opportunities to discuss the values, complexities and dilemmas involved in social, political and economic activities for critical thinking to enhance ability to address Civics Benchmarks.

Action Step 1

Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. [copy]

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. Our goal for the 2014-2015 school year is to increase the number of STEM related activities and the percent participation of students.

G10.B1 Parent and student awareness of STEM related activities.

G10.B1.S1 Conduct magnet meetings with parents and students as well as promotion of STEM related activities through recruitment, flyers, website and marquee announcements, and monthly newsletters/ calendars.

Action Step 1

Market and promote the Cambridge Robotics Engineering and Technology Education Magnet Program through recruitment, meetings, and acknowledgment of student participation in STEM related experiences such as field trips, mentoring from FIU Engineering Department, Science Fairs and Robotics competitions.

Person or Persons Responsible

Administration, Teachers and Magnet Lead Teacher

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Calendar of events, attendance sheets, promotional literature, field trip packets and acknowledgements.

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

Schedule of events and attendance sheets for STEM related activities.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Quarterly Meetings.

Evidence of Completion

Scheduled events and percent participation.

Plan to Monitor Effectiveness of G10.B1.S1

Student applications for magnet a program and attendance sheets in STEM related activities will be reviewed to monitor student participation.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Quarterly Meetings.

Evidence of Completion

Activities calendar, sign-in sheets and field trip forms.

G11. Our goal is to increase the number of students enrolled in Career and Technical Education (CTE) elective courses (Exploring Technology, Health Explorations Technology, and Computer Logic).

G11.B1 Parents and students need awareness and education of the availability of CTE courses and their benefits.

G11.B1.S1 Conduct articulation meetings and magnet meetings with parents and students as well as promotion of such courses through recruitment and marketing.

Action Step 1

Update school website and recruitment materials, conduct articulation and magnet meetings, acknowledge and reward CTE course benefits including Industry Certification.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Calendar of events, sign-in sheets, website.

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

Reported updates, recruitment schedules, student applications.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Monthly Meetings.

Evidence of Completion

Recruitment schedules and student applications.

Plan to Monitor Effectiveness of G11.B1.S1

Attendance sheets and student applications for magnet program will be reviewed to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Student applications.

G11.B2 Parents and students need awareness and education of the availability of accelerated courses and their benefits.

G11.B2.S1 Conduct articulation meetings and magnet meetings with parents and students as well as promotion of accelerated courses through recruitment and marketing.

Action Step 1

Conduct articulation and magnet meetings, and utilize parent meetings and assemblies to acknowledge and reward accelerated course benefits.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Calendar of events, sign-in sheets.

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

Reported updates, recruitment schedules, student applications.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Monthly Meetings.

Evidence of Completion

Student applications and sign-in sheets.

Plan to Monitor Effectiveness of G11.B2.S1

Attendance sheets, student applications for magnet program and teacher recommendations for accelerated courses will be reviewed to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Magnet Lead Teacher.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Student applications and teacher recommendations.

G12. Our goal in monitoring Early Warning Systems is to increase student attendance, while mitigating student behavior to minimize lost instructional time.

G12.B1 Parents and students need additional information and awareness of the District Attendance Policy.

G12.B1.S1 Monitor students for developing patterns of non-attendance.

Action Step 1

Create monthly parent newsletters and hold parent meetings to educate parents regarding the District attendance policies, emphasizing the importance of student attendance to success in the classroom and referring students developing patterns of non-attendance to the MTSS/RtI Team.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Agendas, Sign-In Sheets, Meeting Documentation

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

Calendar of School Events and Activities, Attendance Data Reports.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Reviews.

Evidence of Completion

Student Attendance Reports.

Plan to Monitor Effectiveness of G12.B1.S1

Attendance reports will be reviewed to monitor students' non-attendance.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team, Attendance Team

Target Dates or Schedule

Monthly and Quarterly Reviews

Evidence of Completion

Attendance reports.

G12.B2 Parents and students need additional information and awareness of academic tutorial services.

G12.B2.S1 Students will be monitored to identify those at risk of failing.

Action Step 1

Establish tutorial programs to address students' areas of need, including course recovery classes.

Person or Persons Responsible

Administration and MTSS/RtI Team.

Target Dates or Schedule

Semi quarterly and quarterly.

Evidence of Completion

Implemented tutorial programs.

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

Student participation in tutorial programs.

Person or Persons Responsible

Administration and MTSS/RtI Team.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Student attendance reports in tutorial programs.

Plan to Monitor Effectiveness of G12.B2.S1

Student academic progress reports and report cards.

Person or Persons Responsible

Administration, MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly Reviews.

Evidence of Completion

Results student progress reports.

G12.B3 Parents and students need additional information and awareness of the District Student Code of Conduct and students need examples and incentives for positive behavior.

G12.B3.S1 Provide information on the Student Code of Conduct and promote positive behavior with recognition and rewards.

Action Step 1

Grade level student orientations and parent workshops will be conducted. Administration will utilize Functional Assessment of Behavior Plans, Behavior Intervention Plans, Manifestation Determinations, and alternate methodologies for corrective actions. Staff will use positive behavior reinforcement to model successful behaviors.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Calendar of events, Behavior Interventions Plans and Incentive plans.

Facilitator:

Administrator.

Participants:

School-wide for all students in grades 6-8.

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

Review grade-level assembly agendas, Functional Assessment of Behavior Plans and Behavior Intervention Plans.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Calendar of events and agendas, behavior and intervention plans and rewards programs.

Plan to Monitor Effectiveness of G12.B3.S1

Review ESE Suspension Reports, Functional Assessment of Behavior Plans, Progress Reports to monitor student progress.

Person or Persons Responsible

Administration and MTSS/RtI Leadership Team.

Target Dates or Schedule

Quarterly.

Evidence of Completion

ESE Suspension Reports, Functional Assessment of Behavior Plans, Progress Reports.

Coordination and Integration

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

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

Title I, Part A

Howard D. McMillan provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Howard D. McMillan services are coordinated with district Drop-out Prevention programs utilizing Social Worker and School Psychologist.

Title II

Howard D. McMillan utilizes programs created with district supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Howard D. McMillan utilizes Title III funds from the district to support the English Language Learner tutoring program. These funds also help to provide instruction through the Home Language Assistance Program, assisting students having difficulty with classroom assignments. Funds are also utilized to provide funding for parent outreach activities provide through the Parent Academy.

Title VI, Part B

N/A

Title X- Homeless

• Howard D. McMillan works cooperatively with the Homeless Assistance Program seeking to ensure a successful educational experience for homeless children by collaborating with parents and the community.

• Project Upstart, Homeless Children & Youth Program assists Howard D. McMillan with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for our school registrar, counselor and administrators on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart implemented a 2012 summer academic enrichment camp for students in four homeless shelters in the community.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

• Howard D. McMillan incorporates the district bullying and Safe, Drug-Free Schools Violence Prevention curriculum throughout the school year.

• Each 6th grade student is taught about bullying by the counselors teaching a series of lessons throughout the year.

• The counselors also meet in small group settings to discuss issues and counsel students regarding issues that occur during the school year.

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees at Howard D. McMillan begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

• Howard D. McMillan implements 5 curriculum lessons on Bullying and Violence Prevention per grade level.

• The school participates in the Do The Right Thing (DTRT) program sponsored by the Miami Police Department.

Nutrition Programs

Howard D. McMillan adheres to and implements the following:

1) The nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, Howard D. McMillan students will learn about high school academy programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn high school credits and provide more opportunities for students to complete high school earlier. Howard D. McMillan Middle students have the opportunity to earn high school credits in Algebra Honors, Geometry Honors, Physical Science and Biology.

Transition Tools expose our 8th graders to high school choices and career awareness. Career awareness is also incorporated into selected vocational courses.

Job Training

N/A

Other

Howard D. McMillan offers Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

Howard D. McMillan provides HIV/AIDS Curriculum through our science courses:

• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2417 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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. Our goal for the 2013-2014 school year is for 70% of all our students to score a Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

G1.B4 The results of the 2013 FCAT Reading Test indicate that 28% of students achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective for all students.

G1.B4.S1 Increase practice in determining main idea or essential message and identifing author's purpose

PD Opportunity 1

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

Facilitator

Sherry Reach

Participants

2 Language Arts teachers, 3 Mathematics teachers and 2 Science teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

G1.B5 The results of the 2013 FCAT Reading Test indicate that 32% of all students achieved Levels 4-5 proficiency, not meeting the targeted Adequate Measurable Objective for all students.

G1.B5.S1 Develop students' abilities to synthesis meaning from a variety of print aids, including text, symbols, and pictures.

PD Opportunity 1

Use read alouds, auditory tapes, and text readers that provide print with visuals and/or symbols, and provide students with continuous review/practice when learning reading concepts.

Facilitator

Angela Bown

Participants

2 Language Arts/Reading teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

G1.B9 The results of the 2013 FCAT Reading Test indicate that 73% of students in the lowest 25% made learning gains with deficiency in Reading Application.

G1.B9.S1 Increase practice in determining main idea or essential message and identifying author's purpose with the use of scaffolding and the utilization of supplemental materials and technology in order to increase vocabulary comprehension and make real-world connections in conjunction with the Voyager Reading Program.

PD Opportunity 1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, use illustrations and diagram, task cards, chunking, graphic organizers and reciprocal teaching.

Facilitator

Adranne Green

Participants

3 Language Arts teachers.

Target Dates or Schedule

Throughout the school year when reading text.

Evidence of Completion

Classwork.

G2. Our Goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 6 percentage points from 41% on the 2013 FCAT Writing Assessment to 47% on the 2014 FCAT Writing Assessment.

G2.B1 Minimal exposure to persuasive and argumentative writing techniques.

G2.B1.S1 Develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.

PD Opportunity 1

Review persuasive writing techniques with students; poetry, print and media advertisements, editorials, and speeches used as examples for students to evaluate persuasive techniques; use of support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

Facilitator

Laurie Kaplan

Participants

2 Language Arts/Reading teachers.

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classroom Writing Folders

G3. Our goal for the 2013-2014 school year is for 72% of students will score Level 3 or higher on the FCAT 2.0 Mathematics.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Assessment indicatesthat 32% of students achieved Level 3 proficiency.

G3.B2.S1 Increase opportunities to investigate geometric properties and develop spatial sense.

PD Opportunity 1

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

Facilitator

Sherry Reach

Participants

3 Mathematics teachers.

Target Dates or Schedule

Ongoing throughout the school-year.

Evidence of Completion

Classwork.

G7. Our goal for the 2013-2014 school year is for 51% of students to score at Level 3 or above on the FCAT Science Assessment.

G7.B1 The results of the 2013 FCAT 2.0 Science Assessment indicate that 26% of students achieved Level 3 proficiency.

G7.B1.S1 Provide additional practice in developing and understanding scientific concepts through a variety of methods.

PD Opportunity 1

Teachers will incorporate inquiry based hands-on activities and labs addressing the deficient area of the Nature of Science benchmarks.

Facilitator

Mr. Echeverri

Participants

4 Science Teachers

Target Dates or Schedule

Ongoing throughout the school-year

Evidence of Completion

Classwork

G7.B2 The results of the 2013 FCAT 2.0 Science Assessment indicate that 19% of students achieved Levels 4 and 5 proficiency.

G7.B2.S1 Provide eighth grade students in the high school credit course, Physical Science, with general science benchmarks that are tested on the FCAT 2.0 Science.

PD Opportunity 1

Science teachers will provide Intensive Saturday school tutorial for FCAT preparation in addition to videos such as those from Discovery Learning.

Facilitator

Sherry Reach

Participants

3 Science teachers.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classwork and Saturday school schedule.

G12. Our goal in monitoring Early Warning Systems is to increase student attendance, while mitigating student behavior to minimize lost instructional time.

G12.B3 Parents and students need additional information and awareness of the District Student Code of Conduct and students need examples and incentives for positive behavior.

G12.B3.S1 Provide information on the Student Code of Conduct and promote positive behavior with recognition and rewards.

PD Opportunity 1

Grade level student orientations and parent workshops will be conducted. Administration will utilize Functional Assessment of Behavior Plans, Behavior Intervention Plans, Manifestation Determinations, and alternate methodologies for corrective actions. Staff will use positive behavior reinforcement to model successful behaviors.

Facilitator

Administrator.

Participants

School-wide for all students in grades 6-8.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Calendar of events, Behavior Interventions Plans and Incentive plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is for 70% of all our students to score a Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.	$5,100
G3.	Our goal for the 2013-2014 school year is for 72% of students will score Level 3 or higher on the FCAT 2.0 Mathematics.	$300
G7.	Our goal for the 2013-2014 school year is for 51% of students to score at Level 3 or above on the FCAT Science Assessment.	$1,100
G12.	Our goal in monitoring Early Warning Systems is to increase student attendance, while mitigating student behavior to minimize lost instructional time.	$200
	Total	$6,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
EESAC funds	$100	$0	$100
Title III	$5,000	$0	$5,000
EESAC funds.	$600	$0	$600
Lab fees.	$0	$1,000	$1,000
Total	$5,700	$1,000	$6,700

Budget Details

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

G1. Our goal for the 2013-2014 school year is for 70% of all our students to score a Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

G1.B2 The results of the 2013 FCAT Reading Test indicate that 35% of students in subgroup English Language Learners achieved Level 3 proficiency, not meeting the targeted Adequate Measurable Objective.

G1.B2.S1 Identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

Action Step 1

Increase practice with prefixes, suffixes, root words, synonyms, and antonyms

Resource Type

Evidence-Based Program

Resource

FCAT Explorer Reading Incentives.

Funding Source

EESAC funds

Amount Needed

$100

G1.B11 The results of the Spring 2013 CELLA indicate that 33% of students demonstrated proficiency in Reading.

G1.B11.S1 Use visual displays and graphic organizers to provide additional contextual information to support comprehension, small-group instruction, and pair/share activities; as well as the use of interactive work walls, cognates, task cards and reciprocal teaching.

Action Step 1

Activate prior knowledge, use picture walls, prediction and various reading formats, and incorporate vocabulary with context clues.

Resource Type

Evidence-Based Program

Resource

Title III ESOL Levels 1-5 (Level 5 must be 2 years or less out of ESOL program) tutorial program.

Funding Source

Title III

Amount Needed

$5,000

G3. Our goal for the 2013-2014 school year is for 72% of students will score Level 3 or higher on the FCAT 2.0 Mathematics.

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 74% of students made learning gains.

G3.B6.S1 Use technology and manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

FCAT Explorer Math incentives.

Funding Source

EESAC funds.

Amount Needed

$100

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 74% of students in the lowest 25% made learning gains.

G3.B7.S1 Provide appropriate interventions, remediation and enrichment opportunities in Geometry and Measurements.

Action Step 1

Provide opportunities to investigate geometric properties and use virtual manipulatives to explore area and perimeter of two-dimensional figures.

Resource Type

Evidence-Based Program

Resource

Math Bowl Competition incentives/awards.

Funding Source

EESAC funds.

Amount Needed

$200

G7. Our goal for the 2013-2014 school year is for 51% of students to score at Level 3 or above on the FCAT Science Assessment.

G7.B1 The results of the 2013 FCAT 2.0 Science Assessment indicate that 26% of students achieved Level 3 proficiency.

G7.B1.S1 Provide additional practice in developing and understanding scientific concepts through a variety of methods.

Action Step 1

Teachers will incorporate inquiry based hands-on activities and labs addressing the deficient area of the Nature of Science benchmarks.

Resource Type

Evidence-Based Materials

Resource

Inquiry based labs (materials).

Funding Source

Lab fees.

Amount Needed

$1,000

G7.B2 The results of the 2013 FCAT 2.0 Science Assessment indicate that 19% of students achieved Levels 4 and 5 proficiency.

G7.B2.S1 Provide eighth grade students in the high school credit course, Physical Science, with general science benchmarks that are tested on the FCAT 2.0 Science.

Action Step 1

Science teachers will provide Intensive Saturday school tutorial for FCAT preparation in addition to videos such as those from Discovery Learning.

Resource Type

Evidence-Based Program

Resource

FCAT Explorer Science incentives.

Funding Source

EESAC funds.

Amount Needed

$100

G12. Our goal in monitoring Early Warning Systems is to increase student attendance, while mitigating student behavior to minimize lost instructional time.

G12.B1 Parents and students need additional information and awareness of the District Attendance Policy.

G12.B1.S1 Monitor students for developing patterns of non-attendance.

Action Step 1

Create monthly parent newsletters and hold parent meetings to educate parents regarding the District attendance policies, emphasizing the importance of student attendance to success in the classroom and referring students developing patterns of non-attendance to the MTSS/RtI Team.

Resource Type

Evidence-Based Program

Resource

Perfect Attendance certificates and incentives.

Funding Source

EESAC funds.

Amount Needed

$200