2013-2014 SCHOOL IMPROVEMENT PLAN

Thomas Jefferson Middle School

525 NW 147TH ST
Miami, FL 33168
305-681-7481
http://jefferson.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	C	D	C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Thomas Jefferson Middle School

Principal
Robin Atkins

School Advisory Council chair
Phyllis Kirkland

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

Name	Title

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

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) will assist and support in the preparation and implementation of the School Improvement Plan. Furthermore, the School Advisory Council will discuss the progress of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will assist in developing and monitoring the SIP. Additionally, the SAC will work to establish community partnerships that support the school's mission and vision. Incentives will also be provided for FCAT Student Achievement.

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

School Improvement funds will be used for additional instructional materials for reading, math, science and writing. Additionally, awards and incentives will be provided for students.

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

Not In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators
2

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

Administrator Information:

Robin Atkins		
Principal	Years as Administrator: 12	Years at Current School: 0

Credentials	BS- Business Administration- University of Miami; Master of Educational Leadership-Nova University; Certification- Marketing and Educational Leadership, State of Florida
Performance Record	'12 '11 ' 10 '09 ' 08 School Grade D C D C F AYP 74 % 72% 74% 54% High Standards Rdg 32% 43% 41% 38% 13% High Standards Math 35% 43% 39% 37% 38% Lrng Gains-Rdg. 63 % 63 % 59% 61%38% Lrng Gains-Math 65 % 66% 64% 59% 72% Gains-Rdg-25% 66% 77% 61% 74% 55% Gains Math 25% 71% 71% 66% 64% AMO Reading 37%; AMO Math 39%

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Marie Wallace		
Full-time / School-based	Years as Coach: 7	Years at Current School: 8

Areas	Reading/Literacy
Credentials	Bachelor of Science in Business at Florida International University. Certification in English 5-9 and Reading Endorsement
Performance Record	12 '11 `10 `09 '08 School Grade C D C C C Mastery Rdg. 34 39 37 35 34 Mastery Math 43 39 39 48 49 Lrng Gains-Rdg. 57 55 63 59 55 Lrng Gains-Math 76 58 69 71 73 Gains-Rdg-25% 64 64 68 71 63 Gains-Math-25% 82 74 81 69 82 AMO Read-38 Mathematics-37

Brenda Duty		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Associate of Arts and Bachelor of Science in Math University of Florida; Master of Science in math Education University of Miami; Educational Specialist in Edcuational Leadership Nova Southeastern University. Certification: 5-9 Mathematics; 6-12 Mathematics; Educational Leadership k-12.
Performance Record	

Yvetot Antoine		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Science
Credentials	Bachelor of Science in Biology and Chemistry-University of Miami Professional Certificate in Biology and Chemistry 6-12
Performance Record	'12 '11 `10 `09 '08 School Grade C C NA B NA Mastery Rdg. 44 19 NA 57 NA Mastery Math 44 54 NA 78 NA Lrng Gains-Rdg. 61 39 NA 57 NA Lrng Gains-Math 61 65 NA 77 NA Gains-Rdg-25% 75 48 NA 54 NA Gains-Math-25% 68 71 NA 65 NA AMO Reading-38 Mathematics-37

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
19, 59%

 # Highly Qualified Teachers
59%

 # certified in-field
19, 59%

 # ESOL endorsed
6, 19%

 # reading endorsed
4, 13%

 # with advanced degrees
16, 50%

 # National Board Certified
0, 0%

 # first-year teachers
1, 3%

 # with 1-5 years of experience

2, 6%

 # with 6-14 years of experience

10, 31%

 # with 15 or more years of experience

19, 59%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Subject area test tutorials will be offered by the district for instructional staff teaching out-of-field and/ or who are not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the school year.

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

NA

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

Thomas Jefferson's data-based problem solving processes for the implementation and monitoring of the SIP and MTSS is the school-wide implementation of the Florida Continuous Improvement Model (FCIM) and the Multi-Tiered Support System/Response to Intervention (MTSS/RtI). The revision of the Instructional Focus Calendar by content area will be provided to teachers after every school-wide

assessment in order to prioritize the benchmarks that need to be re-taught during small and/or whole group instruction. After each major assessment, teachers will be provided with their data to monitor student progress and differentiate instruction (DI) to target benchmarks and skills in need of improvement. All teachers will be provided with reading strategies to utilize in their classrooms in order to provide support for students. The Coaches will meet with teachers during scheduled Department and Grade Level meetings and model how to implement various reading strategies within the classroom. In addition, Instructional Coaches will provide professional development activities during weekly morning meetings, early release and Teacher Planning Days (Professional Development Day). Immediately following school-wide assessments, the Principal will conduct data chats with teachers in order to identify students' areas of strengths, as well as opportunities for improvement on selected benchmarks. Teachers strategically design differentiated instruction based on the most current data identifying benchmarks that needed support. School Site Professional Development Activities will be conducted based on assessment data to align curriculum and instruction with instructional strategies and practices. Teachers participate in weekly mini professional development activities during the AM meeting sessions. During these sessions the Coaches will model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. The professional development activities will align diagnostic and assessment data with curriculum and instruction in order to ensure that the professional development addresses instructional strategies and practices.

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

Principal – Robin Atkins
The Principal provides a comprehensive assessment plan that includes data-based decision making, assist in identifying early intervention strategies to address academic problems, conducts needs assessment of staff regarding MTSS, ensures the MTSS course of action is implemented by the school-based team, formulates a staff development plan to train teachers in using data for making instructional decisions using the MTSS process, allocates resources to ensure that they are implemented with fidelity to support MTSS implementation and effectively communicates the vision, plans and activities of the MTSS method with parents and stakeholders.
Assistant Principal – Claude Rivette
The Assistant Principal guarantees that school site stakeholders are implementing the MTSS process, monitor implementation and intervention support, conducts assessments of MTSS efforts, facilitate adequate professional development to support implementation, ensure commitment and allocate resources and address evidence based interventions to ensure they are implemented with fidelity to support MTSS implementation.
Select General Education Teachers – Tanya Clinch
Select General Education Teachers provide information on the improvement of instruction to students based on core instructional and behavioral methodologies; facilitates the delivery of core instruction and behavioral methodologies; facilitates the delivery of core instruction and identifies staff members to implement supplemental instruction and interventions as well as intensive instructional and/or behavioral interventions that are in alignment with the MTSS process; and collects data to address the identified needs of students.
Instructional Coaches Reading – Marie Wallace, Reading; Brenda Duty, Mathematics, Yvetot Antoine, Science
The Instructional Coaches assist with and facilitate professional development, analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with staff to implement core, supplemental and intensive instructional and behavioral interventions. The School Psychologist conducts, interprets and analyzes data to facilitate intervention plans, facilitates data based decisions making and enhances problem solving strategies to promote continuous improvement.

School Psychologist – Joseph LaForrest
Technology Specialist – Tarvis Johns
The Technologist Specialist provides technology based assessment data to display the performances of school-wide student data and content standards; facilitates professional development for staff concerning technical support and data management and provide individual students analysis aimed at remediation and increased student achievement.
Speech Language Pathologist – June Garland
The Speech Language Pathologist assesses and identifies the needs of students as it pertains to language

skills, provides professional development to staff as it relates to the role of language skills in the curriculum and analyzes data to assist in the implementation of appropriate instructional programs.
Special Education Department Chairperson – Dawn Houston
The Special Education Teacher provides information on the improvement of instruction to SPED students based on core instructional and behavioral methodologies; facilitates the delivery of core instruction and behavioral methodologies; facilitates the delivery of core instruction and identifies staff members to implement supplemental instruction and interventions as well as intensive instructional and/or behavioral interventions in accordance with the students' IEP, thus, in alignment with the MTSS process; and collects data to address the identified needs of students.
Student Services Personnel – Luis Chiles
The Student Services Personnel problem solves and identifies prevention and early intervention strategies for student success through a collaborative action process, provides training targeted to increase students' performance, collaborates with school staff in developing interventions to address chronic attendance issues, dropout prevention and coordinates and facilitates family access to services in the community to improve the student's academic, social and emotional well-being.
The MTSS Leadership Team will hold bi-weekly meetings and these meetings will be monitored. The meetings will focus on raising and sustaining student achievement by providing professional development to teachers and support staff and examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: Examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier 2, and Tier 3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. The team will also evaluate and identify students that have mastered skills as well as those students that have the potential to regress, monitor teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the greatest needs for improvement.

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

The MTSS Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) and the principal to discuss and develop the School Improvement Plan. The team will provide assessment data on student's trend data based on identified areas of strengths and weaknesses, instructional interventions based on the MTSS model (Tiers 1-3), instructional approaches to increase rigor, relevance and relationship and professional development needs. Additionally, the team will discuss the Florida Continuous Improvement Model (FCIM) to facilitate the systematic approach of aligning curriculum with students' instructional needs.

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

Thomas Jefferson Middle School utilizes the EDUsoft Assessment Management System to manage the following data:
Baseline Data: District Baseline Benchmark Assessments (BBA) - Reading, Math, Science
Florida Comprehensive Assessment Test (FCAT), District Writing Pre-test (DWT)

Progress Monitoring: FAIR (Florida Assessment in Reading)
Interim Data: District Interim Assessment Test (IA) – Reading, Mathematics and Science
Midyear: Florida Assessment in Reading (FAIR)
End of year: Florida Comprehensive Assessment Test (FCAT), District Writing Post-Test (DWT),
Comprehensive English Language Learning Assessment (CELLA), Florida Assessment in Reading
(FAIR)
Topic Assessments in Mathematics and Science
Student Grades
Behavior
Student Case Management System
COGNOS Reports
Referrals by student behavior, staff behavior, and administrative context
Office referrals per day per month
Attendance Reports
Data will be used to drive instruction and system procedures for all students by: adjusting the delivery of
curriculum and instruction to meet the specific needs of students; adjust the allocation of school-based
resources and create student growth plans in order to identify and develop interventions.

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

Professional development will be provided to teachers during A.M. planning sessions, secondary early
release days and during the district's designated Professional Development Days. District Personnel,
Administration, Coaches and designated Instructional Staff will provide a variety of MTSS Professional
Development (PD) sessions in the following areas: Conducting Progress Monitoring and Identifying
Appropriate Interventions, Problem Solving, The Process of Data Decision Making, Instructional Focus
and Curriculum Alignment and Data Analysis and Intervention Planning. The MTSS team will continue to
evaluate the need of professional development to all faculty, staff , and stakeholders.

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: Extended Day for All Students

Minutes added to school year:

Strategy Description: Common planning sessions take place three days per week during the A.M. meeting time. Additionally, teachers participate in district mandated Early Release activities, as well as district wide Professional Development days. Students are scheduled into Intensive Reading and Mathematics courses, as well as Enrichment reading. Interventionists also service selected students in reading, math and writing.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is analyzed through each of the following: EESAC, Leadership team, Administration/ Instructional Coaches to teachers, teachers to students, student self-reflection, and teacher self-reflection, Subject Area Department meetings and District Data meetings.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Instructional Coaches and Department Chairpersons are responsible for collecting and analyzing data and leading data conversations

Literacy Leadership Team (LLT)

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

Name	Title
Robin Atkins	Principal
Claude Rivette	Assistant Principal
Eulalee Sleight	Test Chairperson
Marie Wallace	Reading Coach
Leonardo Valmana	Social Studies Chairperson
Brenda Duty	Math Coach
Yvetot Antoine	Science Coach
Barry Singleton	UTD Steward
Dawn Houston	SPED Chairperson
Luis Chiles	Student Services Chairperson

How the school-based LLT functions

The Principal supplies a vision for literacy learning by constructing a sense of common purpose and engages in a tactical action plan for literacy improvement that promotes a unified professional learning community. The Assistant Principals support the vision and the school's literacy leader by endorsing the consistency of the literacy policy and innovative practices within the school. Instructional reading/math

coaches assist in implementing the tactical action plan for literacy improvement by designing, developing and delivering literacy curriculum across disciplines and grade levels. In addition the coaches lead professional learning teams to assemble a culture of professional learning teams to coach and support teacher in their classrooms. The department chairs make certain that learning and teaching is focused, coordinated and receptive to student's learning needs. Furthermore, department chairs build teachers' expertise by providing resources in order to create effective literacy teaching and learning. The community involvement specialist makes available information to parents regarding the school's action plan for promoting literacy in the school and community and to facilitate parent involvement in this process. The LLT will hold monthly meetings and these meetings will be monitored. The meetings will focus on improving school-wide literacy instruction across disciples and grade levels. The team will examine how students' achievement can be raised and sustained through literacy programs. The team will also be involved in the following activities: Implementing a strategic plan for literacy improvement, examining assessment data to make instructional decisions, designing and developing literacy curriculum, reviewing current student literacy skills, identifying systematic patterns of student needs and providing the appropriate intervention strategies and resources to assist in effective literacy teaching and learning.

Major initiatives of the LLT

The major initiatives of the LLT will be to: Improve literacy instruction across disciplines and grade levels by examining instructional practices, provide on-going data to staff regarding existing student
literacy skills, levels and needs, provide professional development opportunities that targets student rigor and instructional practices, continue to monitor school-wide student achievement and to incorporate effective instructional strategies to sustain and raise student achievement.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. The following will take place to ensure reading strategies are being used throughout the school:
• The Social Studies department will continue to support and re-enforce the Language Arts benchmarks in their daily lessons using the Social Studies task cards.
• Promote the use of Reading Plus through social studies with teachers monitoring student progress utilizing Reading Plus reports.

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

NA

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

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

The implementation of ConnectEDU, the college and career planning platform designed to assist students in managing the required career plan online is utilized. Additionally, Career and Magnet Fairs are scheduled to expose students to a plethora of career strands.

Strategies for improving student readiness for the public postsecondary level

The school infuses rigorous instruction while incorporating reading, math and writing across the curriculum.

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	43%	34%	No	49%
American Indian				
Asian				
Black/African American	43%	34%	No	49%
Hispanic	44%	27%	No	50%
White				
English language learners	26%	8%	No	33%
Students with disabilities	57%	47%	No	61%
Economically disadvantaged	43%	33%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	19%	34%
Students scoring at or above Achievement Level 4	31	9%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	30%	32%
Students scoring at or above Level 7	19	35%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)		57%	61%

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)	34	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	18%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	23%	31%

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	54	40%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	63%	67%

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	43%	41%	No	48%
American Indian		0%		
Asian		0%		
Black/African American	43%	42%	No	49%
Hispanic	37%	27%	No	43%
White		0%		
English language learners	29%	24%	No	36%
Students with disabilities	48%	49%	Yes	53%
Economically disadvantaged	43%	41%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	21%	35%
Students scoring at or above Achievement Level 4	22	7%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	15	27%	30%
Students scoring at or above Level 7	17	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		93%	94%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		92%	93%
Middle school performance on high school EOC and industry certifications		98%	98%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	48%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	37%		No	43%
White				
English language learners	29%		No	36%
Students with disabilities	48%		No	53%
Economically disadvantaged	43%		No	48%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	63%	63%
Students scoring at or above Achievement Level 4	14	35%	35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		100%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	11%	16%
Students scoring at or above Achievement Level 4	15	11%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		49%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		32%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		
Participation in STEM-related experiences provided for students	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	13%	12%
Students who fail a mathematics course	79	19%	18%
Students who fail an English Language Arts course	38	9%	8%
Students who fail two or more courses in any subject	56	13%	12%
Students who receive two or more behavior referrals	59	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	111	25%	24%

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

Assure that parent workshops and other parent meetings are conducted in ways that parents will be able to understand the content of those workshops in their home languages. These accommodations will also be seen on the school's flyers and in the Connect-Ed phone messages to the parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase overall percent of parents participated in school wide evevents.	66	15%	20%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading indicates that 34% of students were proficient. The goal of 2013-2014 FCAT 2.0 Reading is to increase student proficiency to 49%.

G2. The results of the 2013 CELLA Writing Test indicate that 13% of the ELL students made satisfactory progress. Our goal in the 2013-2014 school year is to increase student proficiency by 7 percentage points

G3. The results of the 2013 Florida Alternate Assessment Writing Test Indicate that 63% of students were proficient Our goal for the 2013-2014 school year is to increase proficiency to 67%.

G4. Based on the 2013 FCAT Writing Test 40% of the students were proficient. Our goal for the 2013-2014 school year is to increase students writing proficiency to 46%.

G5. Results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 41% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students Level 3 or above by 7 percentage points to 48%.

G6. The results of the 2012 - 2013 FCAT 2.0 Science indicated that 30% of our overall student population was proficient in the assessed science contents; however, our goal for the 2013 - 2014 school year is to increase this value by 10 percentage points.

G7. Our goal for the Civics EOC for the 2013 - 2014 examination is to attain 60% in proficiency with our current student population.

G8. EWS Our school identifies that there is a close correlation between student academic performance and student attendance. In the effort of monitoring and reinforcing the Early Warning Systems, the school will aim to increase student attendance and ther

G9. (PIP) To offer important training, information sessions, and support services in order to create a strong relations between parents and the school in effective ways that enhance students' academic achievement.

G10. PIP Offer training, information, support services that will enhance the relations between caregivers and school in effective ways in order to improve academic achievement.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading indicates that 34% of students were proficient. The goal of 2013-2014 FCAT 2.0 Reading is to increase student proficiency to 49%.

Targets Supported

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

Resources Available to Support the Goal

- Mc Dougal Littell Literature textbook, Insight, Teachers, Computer Lab, Professional Development, Reading Software

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading Test indicate that 9% of students achieved levels 4 and 5 proficiency because teachers were not effective in asking higher order probing questions to prepare students for higher cognitive domains.

- The results of the 2013 Florida Alternate Assessment n Reading indicated that 35% of the students scored at performance level 7 because of less than effective instruction in the area of vocabulary.

- The results from the 2013 FCAT 2.0 Reading Test indicates that 58% of students made learning gains because Literacy Instruction in the reading classes lack rigor and efficacy in differentiated instruction to meet the needs of all students.

- The results from the 2013 FCAT 2.0 Reading Test indicated that only 58% of students made learning gains because the lowest 25% of students and other subgroups did not meet their AMO targets.

- The results of the 2013 CELLA Listening /Speaking Test indicate that 43% of the ELL students made satisfactory progress due to teachers of ELL students have difficulty infusing rigor into the reading curriculum while utilizing remediation strategies to improve individual students' language acquisition and deficiencies.

- The results of the 2013 CELLA Reading Test indicate that 18% of the ELL students made satisfactory progress in a manner similar to non-ELL students, due to having a language barrier.

- The results of the 2013 Florida Alternate Assessment Reading indicate that 30% of the students scored level 4-6 proficiency because students demonstrated deficiencies in category 2 - Reading Application.

- The results of the 2013 FCAT 2.0 Reading indicate that 19% of the students scored level 3 proficiency because students demonstrated deficiencies in category 2 - Reading Application.

Plan to Monitor Progress Toward the Goal

Positive: Continue with strategy Questionable: Review strategy and instructional delivery and make necessary changes. Poor: Change strategy or delivery

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

On-going

Evidence of Completion:

Student work

G2. The results of the 2013 CELLA Writing Test indicate that 13% of the ELL students made satisfactory progress. Our goal in the 2013-2014 school year is to increase student proficiency by 7 percentage points

Targets Supported
- Writing

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Students have limited opportunity to write academic English outside the classroom to reinforce their writing ability. Also, ELL students lack the ability to utilize proper grammar when sharing and responding to Writing.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The results of the 2013 Florida Alternate Assessment Writing Test Indicate that 63% of students were proficient Our goal for the 2013-2014 school year is to increase proficiency to 67%.

Targets Supported
- Writing

Resources Available to Support the Goal
- McDougal Littel Literature textbook, Infusion of technology in instruction, FCAT 2.0 rubric, and teacher training and coaching.

Targeted Barriers to Achieving the Goal
- Grammar was taught in isolation, thus, the instruction did not translate from the skill building activities to actual writing. Additionally, students have limited opportunity to write academic English outside of the classroom.

- The area of deficiency as indicated on the administration of the 2013 Florida Writing Assessment is the construction of sentences and paragraphs on topic.

Plan to Monitor Progress Toward the Goal

Positive: Continue with strategy. Questionable: review strategy and instructional delivery of lesson for adjustments. Poor. Change the strategy

Person or Persons Responsible
Language Arts Teachers, Coach and Administrators

Target Dates or Schedule:
Fall and Winter Interim

Evidence of Completion:
Fall and Winter data

G4. Based on the 2013 FCAT Writing Test 40% of the students were proficient. Our goal for the 2013-2014 school year is to increase students writing proficiency to 46%.

Targets Supported
- Writing

Resources Available to Support the Goal
- FCAT 2.0 Writing Rubric. Teacher training on the writing process.

Targeted Barriers to Achieving the Goal
- Grammar was taught in isolation, thus, the students did not translate the grammar skills learned into their actual prompt writing.

Plan to Monitor Progress Toward the Goal

Positive results: Teachers will continue with the strategy. Questionable: Strategy and lesson delivery will be reviewed to determine needed adjustments. Poor: Change or adjust the strategy

Person or Persons Responsible
Language Arts teachers, Coach & Administrators

Target Dates or Schedule:
Weekly witing prompts. Fall and Winter interims

Evidence of Completion:
Graded student writing samples using the FCAT 2.0 Writing rubric.

G5. Results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 41% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students Level 3 or above by 7 percentage points to 48%.

Targets Supported

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Mathematics teachers lack sufficient differentiated instructional strategies that promote RIGOR in the delivery of the curriculum.
- The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics 2.0 Test are Category 3 Geometry and Measurements (grades 7 and 8), and Statistics and Probability in grade 7.

Plan to Monitor Progress Toward the Goal

Administration classroom walkthroughs Consistent practice in teachers' lesson plan

Person or Persons Responsible
Teachers will plan collaboratively to develop and exchange best practices that can be utilized and integrated into the curriculum to increase student achievement in mathematics.

Target Dates or Schedule:
-Focused weekly meetings by grade level teachers to ensure strategy is addressing targeted deficiencies.

Evidence of Completion:
- Formative: District Interim Assessment teacher utilization of Edusoft to monitor progress. -Summative: 2013 FCAT Mathematics Topic Assessment Data

G6. The results of the 2012 - 2013 FCAT 2.0 Science indicated that 30% of our overall student population was proficient in the assessed science contents; however, our goal for the 2013 - 2014 school year is to increase this value by 10 percentage points.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Science Teachers, Professional Development, Science Textbooks, Computer Lab, Science Lab and Equipment, Interactive Computer Software

Targeted Barriers to Achieving the Goal

- Limited use of effective Reading and Writing strategies in the science classroom is evident in students' Interactive Science Notebooks, and science journals. This in turn was echoed in the Science FCAT scores, in the area of "Nature of Science".

- Students struggled the most with understanding and deciphering questions and content relating to this body of knowledge:Nature of Science.

Plan to Monitor Progress Toward the Goal

If students' results show that there are progress being made in reaching the set goal, then the strategies will be retained and continued year-round. However should results show otherwise, then the strategies developed to meet the goal will be revised and/or changed.

Person or Persons Responsible
Administrators, Science Coach, Science Teachers

Target Dates or Schedule:
Monthly and quarterly

Evidence of Completion:
Students performance on District and Benchmark Assessments

G7. Our goal for the Civics EOC for the 2013 - 2014 examination is to attain 60% in proficiency with our current student population.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Social Study Teacher, Textbook_ Florida Civics: Economics & Geography, Computer Lab

Targeted Barriers to Achieving the Goal
- Thorough coverage of contents needed and necessary to be completed before EOC.
- Students needs for additional support to develop independent projects using research skills.

Plan to Monitor Progress Toward the Goal

Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Person or Persons Responsible
Department Chair and/or Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
District Assessments, Civics EOC Assessment

G8. EWS Our school identifies that there is a close correlation between student academic performance and student attendance. In the effort of monitoring and reinforcing the Early Warning Systems, the school will aim to increase student attendance and ther

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- Humane resources: administrators, teachers, school psychologist, social worker, staffing specialist, child study team

Targeted Barriers to Achieving the Goal
- Lack of parental involvement and motivation on the part of the students

Plan to Monitor Progress Toward the Goal

Using student data, progress report, District Baseline, progress report, report cards, and Interim Assessment

Person or Persons Responsible
Administrators, Instructional Coaches, and Instructional Leaders

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student data or raw scores

G9. (PIP) To offer important training, information sessions, and support services in order to create a strong relations between parents and the school in effective ways that enhance students' academic achievement.

Targets Supported
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal
- Community Involvement Specialist Accessibility to Computers

Targeted Barriers to Achieving the Goal
- Lack of contact with parents due to their work schedule and constant dislocation

Plan to Monitor Progress Toward the Goal

Encourage Parent to participate in Communities In School Activities, Miami Dade County Prevention Initiative, Barry University's College Reach-Out Program (CROP) Open House Meeting

Person or Persons Responsible
Administrators and Community Involvement Specialist

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Participant Logs Evaluation Logs

G10. PIP Offer training, information, support services that will enhance the relations between caregivers and school in effective ways in order to improve academic achievement.

Targets Supported
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal
- Human Resources: Community Involvement Specialist Parent Portal Training

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

The use of school based survey to obtain

Person or Persons Responsible
CIS and Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Collection and tally of survey

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading indicates that 34% of students were proficient. The goal of 2013-2014 FCAT 2.0 Reading is to increase student proficiency to 49%.

G1.B1 The results of the 2013 FCAT Reading Test indicate that 9% of students achieved levels 4 and 5 proficiency because teachers were not effective in asking higher order probing questions to prepare students for higher cognitive domains.

G1.B1.S1 The reading coach will model instructional strategies, such as reciprocal teaching and the gradual release methodology, to build teacher capacity as they assist students to critically analyze text to build stronger arguments to support their text dependent answers .

Action Step 1

Teachers will provide students with practice in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps to build stronger arguments to support student answers by modeling lessons and providing effective guided practice.

Person or Persons Responsible

Administrators and reading coach

Target Dates or Schedule

Daily walkthroughs in classrooms and participating in common planning sessions.

Evidence of Completion

Sample Student work.

Action Step 2

Teachers will provide a variety of instructional strategies toreinforcing the process of critically analyzing text and synthesizing details to draw correct conclusions using Note-Taking Skills, Questioning the Author, Summarizing Activities,Questioning the Author Opinion Proofs, and provide students with a variety of rich text samples to demonstrate and practice the use of the strategies.

Person or Persons Responsible

Administrators and reading coach

Target Dates or Schedule

Daily walkthroughs in classrooms and participating in common planning sessions.

Evidence of Completion

Sample Student work.

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

Instructional strategies taught to students will be based on research-based best practices and appropriate to students' level.

Person or Persons Responsible

Administrators and reading coach

Target Dates or Schedule

Daily walkthroughs and weekly common planning sessions

Evidence of Completion

Student work samples -classwork, quizzes and projects

Plan to Monitor Effectiveness of G1.B1.S1

Administrators will evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule

Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Student work samples.

G1.B2 The results of the 2013 Florida Alternate Assessment n Reading indicated that 35% of the students scored at performance level 7 because of less than effective instruction in the area of vocabulary.

G1.B2.S1 Students will use a variety of strategies to comprehend and connect with vocabulary words to decipher meaning and relevance.

Action Step 1

Teachers will provide students more practice with prefixes, suffixes, root words, synonyms, antonyms, and the use of context clues to distinguish the correct meaning of words that have multiple meanings.

Person or Persons Responsible

Administration and Reading Coach ,

Target Dates or Schedule

Ongoing review of FALL and Winter interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Student work samples

Action Step 2

Teachers will provide a variety of instructional strategies to decipher new vocabulary, such word maps, affix or root word activities

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Ongoing review of FALL and Winter interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Student work sample

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

Classroom observation and walkthoughs will be conducted periodically. Teaches will engage in best practices PD for the effective implementation of strategies.

Person or Persons Responsible

Administrators and Coach

Target Dates or Schedule

During common planning meetings

Evidence of Completion

Formative assessments - School-Wide Reading Baseline, Monthly Benchmark Assessments and District Interims. Summative assessments - 201 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Daily walkthroughs in classrooms to observe instruction to ensure that vocabulary strategies are infused in the instruction and are addressed according to standard. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Language Arts & reading teachers, reading coach, and administrators

Target Dates or Schedule

On-going

Evidence of Completion

Results from student assessments, quizzes, and student sample work.

G1.B3 The results from the 2013 FCAT 2.0 Reading Test indicates that 58% of students made learning gains because Literacy Instruction in the reading classes lack rigor and efficacy in differentiated instruction to meet the needs of all students.

G1.B3.S1 Students will be placed in appropriate differentiated groups to meet their academic needs.

Action Step 1

During classroom visitations, lesson plans will be evaluated and instructional delivery will be observed in order to ensure that differentiated instruction is employed during the instructional block to address the needs of varied learners.

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Differentiated group assignments, student work samples.

Action Step 2

Teachers and interventionists will collaborate in the lesson planning process to identify the areas of need for students to implement an effective instructional plan addressing deficiencies

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Differentiated group assignments, student work samples.

Action Step 3

The Reading Coach will model how to utilize systematic and explicit instruction in a strategic manner to teach curriculum and to utilize strategies to reteach areas in need of improvement in order to promote rigor and relevance in the curriculum

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Differentiated group assignments, student work samples.

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

Differentiated instruction will be monitored for fidelity by the reading coach and administrators during daily walkthroughs, and common planning sessions.

Person or Persons Responsible

Administrators and Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of G1.B3.S1

Teachers and coaches will review student data to organized students into homogeneous groups in order to address their needs. The instruction within each group and material used will be evaluated by the teacher and reading coach to determine effectiveness. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Graded student sample work, quizzes, and summative assessments

G1.B4 The results from the 2013 FCAT 2.0 Reading Test indicated that only 58% of students made learning gains because the lowest 25% of students and other subgroups did not meet their AMO targets.

G1.B4.S1 Students will use benchmark knowledge and reading strategies to interact with moderate and complex text to decipher meaning and relevance.

Action Step 1

Teachers will provide students more practice with prefixes, suffixes, root words, synonyms, antonyms, the use of context clues to distinguish the correct meaning of words that have multiple meanings

Person or Persons Responsible

Language Art Teachers, Administrators, department chairperson and coach.

Target Dates or Schedule

On-going

Evidence of Completion

Sample student work, quizzes, Summative assessments.

Action Step 2

Teachers will provide instructional strategies that will address text features (headings, subheadings, titles, charts, text boxes, captions, illustrations, and bold or italicized words).

Person or Persons Responsible

Language Art Teachers, Administrators, department chairperson and coach.

Target Dates or Schedule

On-going

Evidence of Completion

Sample student work, quizzes, Summative assessments

Action Step 3

Teachers will plan collaboratively to develop and exchange strategies that can be utilized and integrated into the curriculum to increase student achievement in Reading

Person or Persons Responsible

Language Art Teachers, Administrators, department chairperson and coach.

Target Dates or Schedule

On-going

Evidence of Completion

Sample student work, quizzes, Summative assessments

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

Classroom visitations will be conducted by administrators and coach to ensure that the reading strategies infused in the daily instruction are done based on researched-based practices.

Person or Persons Responsible

Administrators and Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples, quizzes and summative assessments

Plan to Monitor Effectiveness of G1.B4.S1

Administrators will evaluate lesson plans and observe instruction to ensure that strategies are addressed effectively in daily instruction.Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples, School-Wide Reading test, FAIR, Quizzes/Tests. Monthly Benchmark Assessments and District Interim.

G1.B5 The results of the 2013 CELLA Listening /Speaking Test indicate that 43% of the ELL students made satisfactory progress due to teachers of ELL students have difficulty infusing rigor into the reading curriculum while utilizing remediation strategies to improve individual students' language acquisition and deficiencies.

G1.B5.S1 Students will utilize various strategies to increase autonomy in their reading abilities.

Action Step 1

Utilize various modes of reading; for example, Read Aloud, Choral Reading, Reader's Theater, etc.

Person or Persons Responsible

Teachers, coach and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student reading log, Response logs, Student work, summative assessments.

Action Step 2

Implement the Reciprocal Teaching reading strategy to improve text based comprehension.

Person or Persons Responsible

Teachers, coach and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student reading log, Response logs, Student work, summative assessments.

Action Step 3

Teachers will continue to utilize assessment data to develop, and adjust small group skill based instruction that provides remediation, maintenance and enrichment opportunities.

Person or Persons Responsible

Teachers, coach and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student reading log, Response logs, Student work, summative assessments.

Facilitator:

Participants:

Teachers, coach and administration

Action Step 4

Teachers will incorporate lessons and/or activities that provide students with multisensory experiences and language practice to expand their knowledge of the language

Person or Persons Responsible

Teachers, coach and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student reading log, Response logs, Student work, summative assessments

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

Administrators and coach will conduct classroom visitations, evaluate lesson plans, and observe instruction in order to ensure that strategies are addressed effectively.

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes and summative assessments

Plan to Monitor Effectiveness of G1.B5.S1

The evaluation of student work samples and to meet the benchmark standards and the results of assessments.Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Teachers, coach, and administrators

Target Dates or Schedule

On-going

Evidence of Completion

Results from summative student assessments

G1.B6 The results of the 2013 CELLA Reading Test indicate that 18% of the ELL students made satisfactory progress in a manner similar to non-ELL students, due to having a language barrier.

G1.B6.S1 Student will be Tiered in levels 1 and 2 interventions groups for differentiate instruction to utilize targeted benchmark materials to monitor academic progress.

Action Step 1

Teachers will utilize data (FCAT, FAIR, and CELLA) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously.

Person or Persons Responsible

Teachers, coach and administrators

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples and FAIR, and CELLA assessments

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

Strategies will be reviewed during classroom visitations to ensure that they are researched-based best practices

Person or Persons Responsible

Administrators and reading coach

Target Dates or Schedule

On-going

Evidence of Completion

Fall and Winter Interim, sample student work

Plan to Monitor Effectiveness of G1.B6.S1

The results of graded authentic student work will determine the effectiveness of the strategy. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Teacher, coach, and administrators

Target Dates or Schedule

On-going

Evidence of Completion

School-Wide Reading test, FAIR, Quizzes/Tests. Monthly Benchmark Assessments and District Interims.

G1.B7 The results of the 2013 Florida Alternate Assessment Reading indicate that 30% of the students scored level 4-6 proficiency because students demonstrated deficiencies in category 2 - Reading Application.

G1.B7.S1 Students will use multiple strategies to develop determine main idea (stated and implied), locate relevant details and facts, draw logical conclusions and make appropriate inferences within and across grade level text

Action Step 1

Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies and activities utilizing, such as Graphic organizers, Summarizing Activities, Questioning the Author, Opinion Proofs and the availability of wide variety of texts for students to read.

Person or Persons Responsible

Teachers, coach and administrators

Target Dates or Schedule

On-going

Evidence of Completion

Student sample work and summative assessments.

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

Classroom visitations to ensure that researched-based best practiced strategies are employed to aid instruction.

Person or Persons Responsible

Administrations and coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples, quizzes and summative assessments

Plan to Monitor Effectiveness of G1.B7.S1

The results of student class assignments and benchmark assessments will determine the effectiveness of strategies. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

Evidence of Completion

Student work samples - classwork, quizzes and projects.

G1.B8 The results of the 2013 FCAT 2.0 Reading indicate that 19% of the students scored level 3 proficiency because students demonstrated deficiencies in category 2 - Reading Application.

G1.B8.S1 Students will determine main idea (stated and implied), locate relevant details and facts, draw logical conclusions and make appropriate inferences within and across grade level text.

Action Step 1

Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies and activities utilizing, such as Graphic organizers, Summarizing Activities, Questioning the Author, Opinion Proofs and the availability of wide variety of texts for students to read.

Person or Persons Responsible

Teachers, coach and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples, quizzes, and summative assessments.

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

Classroom visitations to ensure the reading application strategies are being implemented with fidelity.

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples - classwork, quizzes and projects

Plan to Monitor Effectiveness of G1.B8.S1

The evaluations of student's classroom quizzes and benchmark assessments. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment.

Person or Persons Responsible

Teacher, coach and administrators

Target Dates or Schedule

On-going

Evidence of Completion

Program assessments, Quizzes/Tests, Monthly Assessments and District Interim. Summative assessments - 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2013 CELLA Writing Test indicate that 13% of the ELL students made satisfactory progress. Our goal in the 2013-2014 school year is to increase student proficiency by 7 percentage points

G2.B1 Students have limited opportunity to write academic English outside the classroom to reinforce their writing ability. Also, ELL students lack the ability to utilize proper grammar when sharing and responding to Writing.

G2.B1.S2 Students will practice grammar activities daily and use a response log to increase writing skills.

Action Step 1

Language Arts /Reading teachers will provide students with a Reading Response, Dialogue Journals, graphic organizers, and will allow student to use illustration and spelling strategies. Teachers will use rubrics to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Language Arts /Reading teachers

Target Dates or Schedule

Evidence of Completion

Rubrics will be used to assess the writing objectives presented.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Language Arts /Reading teachers will provide students with a Reading Response, Dialogue Journals, graphic organizers, and will allow student to use illustration and spelling strategies. Teachers will use rubrics to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Administration and Reading Coach will conduct classroom visitations, evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Target Dates or Schedule

Administrators and reading coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in common planning sessions.

Evidence of Completion

Formative Assessments – Rubrics will be used to assess the writing objectives presented.
Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The results of the 2013 Florida Alternate Assessment Writing Test Indicate that 63% of students were proficient Our goal for the 2013-2014 school year is to increase proficiency to 67%.

G3.B1 Grammar was taught in isolation, thus, the instruction did not translate from the skill building activities to actual writing. Additionally, students have limited opportunity to write academic English outside of the classroom.

G3.B1.S1 Students will be provided the opportunities to learn grammar skills using rigorous and relevant text. Students grammar skills will be graded based on the correct usage in their writing samples.

Action Step 1

Teachers will provide students with practice in identifying, correcting and using proper grammar within grade appropriate text and in their writing samples.

Person or Persons Responsible

Administration, Language Arts chairperson, and reading coach.

Target Dates or Schedule

Daily walkthroughs in classrooms and participation in common planning.

Evidence of Completion

Sample student work

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

Grammar Instruction taught to students will be based on research-based best practices and appropriate to student's level,

Person or Persons Responsible

Administration and reading coach

Target Dates or Schedule

Daily walkthroughs and weekly common planning sessions.

Evidence of Completion

Student writing samples, quizzes and projects

Plan to Monitor Effectiveness of G3.B1.S1

Administration will evaluate lesson plans and observe instruction to ensure that grammar lessons effectively addresses students needs . Additionally, all stakeholders will follow the FCIM instructional protocols to continuously align instruction to improve student achievement.

Person or Persons Responsible

Administrators, L/Arts Chairperson, and reading coach

Target Dates or Schedule

Ongoing review of student sample work

Evidence of Completion

Student work samples.

G3.B2 The area of deficiency as indicated on the administration of the 2013 Florida Writing Assessment is the construction of sentences and paragraphs on topic.

G3.B2.S1 Teachers will provide Students with the opportunity to edit their work for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary.

Action Step 1

Students with be provided with the opportunities to use picture cards to create sentences and paragraphs on topic. Technology will be available for students that are unable to physically write.

Person or Persons Responsible

Language Arts Teachers, Coach and Administrators

Target Dates or Schedule

Daily Instruction A writing camp will be executed in the fall and another in the winter prior to the administration of the State Writing test.

Evidence of Completion

Student sample writing prompts, Response journals, and classroom writing activities.

Action Step 2

Students will be afforded opportunities to witness model lessons demonstrating effective writing, use mentor text, and anchor papers to springboards for their writing samples. Students will be guided as they incorporate a variety sentences and sentence combining activities.

Person or Persons Responsible

Language Arts Teachers, Coach and Administrators

Target Dates or Schedule

Daily Instruction A writing camp will be executed in the fall and another in the winter prior to the administration of the State Writing test.

Evidence of Completion

Student sample writing prompts, Response journals, and classroom writing activities.

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

The observation of instruction and to ensure that the content knowledge and strategies are addressed according to the standard.

Person or Persons Responsible

Administrators and Writing coach Participate in common planning sessions

Target Dates or Schedule

Daily walkthroughs in classrooms to observe instruction and during weekly common planning sessions

Evidence of Completion

Student writing samples and response logs

Plan to Monitor Effectiveness of G3.B2.S1

Facilitate the administering and scoring of students' weekly and monthly writing prompts in order to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Language Arts teachers, Coach and Administrators

Target Dates or Schedule

Ongoing in the classroom Fall & Winter Interims FCAT 2.0 Writing

Evidence of Completion

Student work samples focusing on spelling, word choices conventions, purposeful writing, and support.

G4. Based on the 2013 FCAT Writing Test 40% of the students were proficient. Our goal for the 2013-2014 school year is to increase students writing proficiency to 46%.

G4.B1 Grammar was taught in isolation, thus, the students did not translate the grammar skills learned into their actual prompt writing.

G4.B1.S1 Students will be guided in the development and creation of a Writer's Portfolio, brainstorming activities, research and report writing using Socratic discussions.

Action Step 1

Teachers will explicitly teach the writing process, provide increased opportunities for journal and response writing to text.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Formative: Student's scores on monthly writing assessments using the FCAT Rubric Student writing samples and District Writing Tests. Summative: 2014 FCAT Writing Test

Evidence of Completion

Administrators and Writing coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in common planning sessions

Facilitator:

Participants:

Language Arts Teachers

Action Step 2

Teachers will utilize the data from the baseline writing assessment to address student's strengths and weaknesses in writing and to differentiate writing instruction.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Administrators and Writing coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in weekly common planning sessions

Evidence of Completion

Formative: Student's scores on monthly writing assessments using the FCAT Rubric Student writing samples and District Writing Tests. Summative: 2014 FCAT Writing Test

Facilitator:

Participants:

Language Arts Teachers

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

Development of writers portfolios

Person or Persons Responsible

Administrators and Writing coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in common planning sessions.

Target Dates or Schedule

On-going in the classroom. Monthly report writing reports Summative Assessment: 2014 FCAT Writing

Evidence of Completion

Writers' Portfolio and Student Writing Samples

Plan to Monitor Effectiveness of G4.B1.S1

Scoring of students' weekly and monthly writing prompts using the writing rubric .

Person or Persons Responsible

Language Arts Teaches, coach & Administrator

Target Dates or Schedule

Weekly prompt writing, Fall and Winter Interims

Evidence of Completion

Review of student writing samples 2014 FCAT Writing Test

G4.B1.S2 Students will utilize graphic organizers to organize their thoughts and use supporting details such as facts, reasons, incidents, examples and statistics to develop their focus and support through weekly mini-writing prompts.

Action Step 1

Teachers will model effective writing for students and use mentor text and anchor papers as springboards for effective writing and incorporate a selection of sentence variety and sentence combining activities .

Person or Persons Responsible

Language arts teachers, coach, Administrators

Target Dates or Schedule

Weekly Writing Prompts

Evidence of Completion

Student Sample writing Fall and Winter interim FCAT Writes 2014

Action Step 2

Teachers will provide opportunities for peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Person or Persons Responsible

Language arts teachers, coach, Administrators

Target Dates or Schedule

Weekly Writing Prompts

Evidence of Completion

Student Sample writing Fall and Winter interim FCAT Writes 2014

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

Student writing samples

Person or Persons Responsible

Administrators and Writing coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in common planning sessions.

Target Dates or Schedule

Weekly review of students writing samples

Evidence of Completion

Fall and Winter Interim FCAT Writes 2014

Plan to Monitor Effectiveness of G4.B1.S2

The use of supporting details such as, facts, reasons, incidents, and statistics to develop essay writing skills.

Person or Persons Responsible

Language Arts Teacher, Coach, Administrators

Target Dates or Schedule

Weekly mini-writing prompts. Fall and Winter Interims

Evidence of Completion

Graded sample student work using the FCAT 2.0 Writing rubric as a guide.

G4.B1.S3 Students will use Reading Response Journal kept in their Reading/Language Arts classrooms to respond to text

Action Step 1

Teachers will model instructional lessons that provide effective writing tools where students can incorporate a variety of sentence structures and descriptive language for purposeful writing to master the conventions of mechanics, grammar and spelling.

Person or Persons Responsible

Language Arts Teachers, Coach & Administrators

Target Dates or Schedule

Daily or weekly reading response journals, weekly grammar classwork, and weekly prompt writing

Evidence of Completion

Corrective feedback in reading journals, and graded student prompt writing samples.

Action Step 2

Teachers will user mentor text, exemplar and anchor papers as springboards for creative, and effective writing as a means to understand and apply voice, word choice, appropriate grammar and other convention rules.

Person or Persons Responsible

Language Arts Teachers, Coach & Administrators

Target Dates or Schedule

Daily or weekly reading response journals, weekly grammar classwork, and weekly prompt writing

Evidence of Completion

Corrective feedback in reading journals, and graded student prompt writing samples.

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Student work samples, such as writing prompts, response journals, and classroom independent work will be reviewed and graded by the teacher. Student sample work will also be reviewed during common planning sessions to adjust instruction if needed.

Person or Persons Responsible

Administrator and coach

Target Dates or Schedule

Daily Walkthrough by administrators and coach.

Evidence of Completion

Review of students's writing folders and response journals.

Plan to Monitor Effectiveness of G4.B1.S3

Facilitate the administering and scoring of students' weekly and monthly writing prompts in order to monitor progress and adjust instruction as needed. Focus on conventions, word choice, purposeful writing, and support.

Person or Persons Responsible

Language Arts Teachers, Coach and administrators

Target Dates or Schedule

Weekly or bi- weekly prompt writing assessments. Summative: 2014 FCAT Writing

Evidence of Completion

Students writing folders, sample prompt writing and response journals

G5. Results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 41% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students Level 3 or above by 7 percentage points to 48%.

G5.B1 Mathematics teachers lack sufficient differentiated instructional strategies that promote RIGOR in the delivery of the curriculum.

G5.B1.S1 Provide more opportunities to utilize differentiated instructional strategies which support the ability of students to learn at their own pace and through different modalities.

Action Step 1

Consistent practice in teachers' lesson plans Monitor teacher delivery of lessons

Person or Persons Responsible

The Math Coach will utilize the coaching cycle and facilitate PD to assist teachers with their instructional delivery.

Target Dates or Schedule

Teachers on a daily basis will utilize higher-order questioning strategies for a deeper understanding of content.

Evidence of Completion

Formative: School-Site Assessment Data: District Topic Assessment Data Summative: 2013 FCAT Mathematics Assessment, Algebra One and Geometry EOC Data

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

Administration classroom walkthroughs

Person or Persons Responsible

the Math Coach will observe students' authentic work for various activities involved.

Target Dates or Schedule

Daily teacher lessons plans incorporating differentiated instruction.

Evidence of Completion

Formative: School-Site Assessment Data: District Topic Assessment Data Summative: 2013 FCAT Mathematics Assessment, Algebra One and Geometry EOC Data

Plan to Monitor Effectiveness of G5.B1.S1

The Math Coach having a professional development on a department wide common planning structures.

Person or Persons Responsible

Students' authentic work should display the practice of mathematical concepts through visuals and display in interactive journals.

Target Dates or Schedule

Daily collaborative grade level meetings emphasizing others' best practice models.

Evidence of Completion

Follow up on the implementation of direct instruction through walkthroughs.

G5.B2 The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics 2.0 Test are Category 3 Geometry and Measurements (grades 7 and 8), and Statistics and Probability in grade 7.

G5.B2.S1 Provide students with opportunities to develop exploration and inquiry activities to increase understanding of concepts through hands-on experiences with grade level appropriate measurement, geometry, and data analysis concepts.

Action Step 1

Monitor teacher delivery of lessons.

Person or Persons Responsible

Teachers will infuse Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based on spatial sense and develop and understanding of data analysis concepts.

Target Dates or Schedule

Focus weekly meetings by grade level teachers to ensure strategy is addressing targeted deficiencies.

Evidence of Completion

Formative: District Interim Assessment teacher utilization of Edusoft to monitor progress. Summative: 2013 FCAT Mathematics Assessment data.

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

Students authentic work should display practice of mathematics concepts being learned and should display multiple representations of concepts using anchor charts, foldables, and displayed mathematics work.

Person or Persons Responsible

Teachers will provide students opportunities to increase their understanding of geometric concepts by using manipulatives such as geometric solids and nets to explore surface area and volume.

Target Dates or Schedule

Teachers on a daily basis utilize higher-order questioning strategies for deeper understanding of content.

Evidence of Completion

Formative :School-Site Assessment Data: District Topic Assessment Data Summative: 2013 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G5.B2.S1

Evidence of written justification to explain concepts learned.

Person or Persons Responsible

Observations of students' work.

Target Dates or Schedule

Following the FCIM, during department meetings, results of quarterly assessment, and topic assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.

Evidence of Completion

Formative: School-Site Assessment Data: District Topic Assessment Data Summative: 2013 FCAT Mathematics Assessment, Algebra One and Geometry EOC Data

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The results of the 2012 - 2013 FCAT 2.0 Science indicated that 30% of our overall student population was proficient in the assessed science contents; however, our goal for the 2013 - 2014 school year is to increase this value by 10 percentage points.

G6.B1 Limited use of effective Reading and Writing strategies in the science classroom is evident in students' Interactive Science Notebooks, and science journals. This in turn was echoed in the Science FCAT scores, in the area of "Nature of Science".

G6.B1.S1 Teachers will provide classroom opportunities for students to design and develop scientific investigations to increase their scientific thinking.

Action Step 1

Teachers will create an engaging environment that foster the development of scientific investigations to increase students knowledge in science.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Daily

Evidence of Completion

Administrators and science coach will conduct walkthroughs and observation. Students folders, Interactive notebooks, and lab journals will be reviewed as evidence of action step completion.

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

Classroom observations and walkthroughs will be conducted periodically, and teachers will attend PD on effective implementation of reading and writing strategies in science.

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive students notebook, folders and data disaggregation

Plan to Monitor Effectiveness of G6.B1.S1

Benchmarks assessments relating to annually assessed contents

Person or Persons Responsible

Administrators, Science Coach, and Teachers

Target Dates or Schedule

After each summative and/or benchmark assessments data will be reviewed.

Evidence of Completion

Results from students assessments: quizzes, tests, graded lab reports.

G6.B2 Students struggled the most with understanding and deciphering questions and content relating to this body of knowledge:Nature of Science.

G6.B2.S1 Using writing strategies students will be able to develop and discuss inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, models, and various investigative methods scientists use.

Action Step 1

Students will have the opportunity using writing tools to reflect on hands on activities, create and discuss hypothesis for lab experiments, and relate science content to real life applications.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Daily writing activities and bi-weekly lab write-up

Evidence of Completion

Students lab journals, Interactive notebooks, and work folders.

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

Walkthroughs, observation and common planning

Person or Persons Responsible

Administrators and Science Coach

Target Dates or Schedule

Weekly assessment and reviews of students interactive notebooks

Evidence of Completion

Students work folders, lab journals and notbooks

Plan to Monitor Effectiveness of G6.B2.S1

The writing content of students write-ups will be reviewed to evaluate effectiveness of strategy. If the results show improvements then the strategy will continue; conversely, the strategy will be amended or changed so that the intended outcome can be obtained.

Person or Persons Responsible

Administrators, Science Coach and Teachers,

Target Dates or Schedule

Bi-weekly reviews of students work sample

Evidence of Completion

Sample of students work, and lab write up

G7. Our goal for the Civics EOC for the 2013 - 2014 examination is to attain 60% in proficiency with our current student population.

G7.B1 Thorough coverage of contents needed and necessary to be completed before EOC.

G7.B1.S1 Teachers will incorporate proper pacing to ensure that the Civics Curriculum is taught with fidelity and is paced accordingly.

Action Step 1

Teachers will model the use of text features to locate, interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily instruction

Evidence of Completion

Students sample work, Interactive notebooks and folders

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

Teachers will model the appropriate skills expected of students to achieve proficiency.

Person or Persons Responsible

Administratative Team, Department Chair and/or Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Review of interim and other assessment data.

Plan to Monitor Effectiveness of G7.B1.S1

Administrative classroom walkthroughs

Person or Persons Responsible

Department Chair and/or Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Students assessments results and work sample

G7.B2 Students needs for additional support to develop independent projects using research skills.

G7.B2.S1 Teachers will provide students with opportunities to use project-based learning in order to move students from guided learning to more independent learning.

Action Step 1

Teachers will create a learning environment that encourage students to be independent learners and research oriented.

Person or Persons Responsible

Social Study Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students work sample and projects

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

Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Person or Persons Responsible

Administrative Team, Department Chair and/or Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students classwork, mini assessments and projects

Plan to Monitor Effectiveness of G7.B2.S1

Administration classroom walkthroughs

Person or Persons Responsible

Department Chair and/or Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Benchmark Exams,

G8. EWS Our school identifies that there is a close correlation between student academic performance and student attendance. In the effort of monitoring and reinforcing the Early Warning Systems, the school will aim to increase student attendance and ther

G8.B1 Lack of parental involvement and motivation on the part of the students

G8.B1.S1 Review the attendance and tardy policies with the teachers and students

Action Step 1

identify and refer any student who shows signs of absenteeism issues to MTSS/RtI

Person or Persons Responsible

Student Services, teachers, social workers, staffing specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of Log

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

Attendance Log

Person or Persons Responsible

Administrators, counselors, social worker, and the CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Identify the number of parents who were called for absenteeism

Plan to Monitor Effectiveness of G8.B1.S1

Sign-in sheets, agendas,

Person or Persons Responsible

Administrators

Target Dates or Schedule

Opening of school and during faculty meeting

Evidence of Completion

Attendance sheets and acknowledgment of receipt form

G8.B1.S2 Conduct grade level assemblies to discuss absences and tardy policies

Action Step 1

Provide PowerPoint presentation on School Code of Conduct and go over existing school policies

Person or Persons Responsible

Administrators and counselors

Target Dates or Schedule

Sept 2013 - May 2013

Evidence of Completion

Grade teachers will be informed via PA system as to when classes must report to the auditorium.

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Inform stakeholders, i.e., teachers, students, and parents of the said strategy. Assure that all grade level students are in attendance

Person or Persons Responsible

Administrators and counselor

Target Dates or Schedule

Sept. 2013 - May 2014

Evidence of Completion

Memos, agendas, attendance list

Plan to Monitor Effectiveness of G8.B1.S2

Identify the number of participants

Person or Persons Responsible

Administrator and counselor

Target Dates or Schedule

Sept 2013 - May 2014

Evidence of Completion

Memo, agendas, and attendance list

G8.B1.S3 Develop a mentor and mentee assignment list

Action Step 1

A mentor and mentee assignment will be pus forth so that students can receive one-to-one counseling sessions.

Person or Persons Responsible

Administrators and counselor

Target Dates or Schedule

Sept. 2013 - May 2014

Evidence of Completion

Sign-in sheet and observation of how each session is being conducted

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Administrator will conduct Walkthroughs, debrief with the counselor on findings and effectiveness of the mentor and mentee program

Person or Persons Responsible

Counselor

Target Dates or Schedule

Sept 2013 - May 2014

Evidence of Completion

Memo and sign-in

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8.B1.S4 Conduct home visits

Action Step 1

Confirm addresses and the child's legal guardians Establish a communication line for future debrief sessions with parents Communicate the problems with the parents

Person or Persons Responsible

Social Worker, and the Community Specialist Involvement

Target Dates or Schedule

Ongoing

Evidence of Completion

Secure parent's' signatures on the home visit log.

Plan to Monitor Fidelity of Implementation of G8.B1.S4

Evolution of progress made during the SST/Rti processes Evaluate the success of home visit through the analysis of log submitted

Person or Persons Responsible

Administrators, Social Worker, and Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

SST/ RTi documented statements Home visit logs

Plan to Monitor Effectiveness of G8.B1.S4

Analyze for number of parents who were successfully contacted

Person or Persons Responsible

Counselor, Social Worker, and the CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs and Child Study Team documentation

G8.B1.S5 Provide incentives

Action Step 1

Acknowledgment of student progress will be communicated via PA for 100% attendance Certificates and letters will be sent home

Person or Persons Responsible

Administrators and Student Services Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs and evidence of participation rates

Plan to Monitor Fidelity of Implementation of G8.B1.S5

Assessment of the number of students participating on the student list

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Signature sheet, information sent to parents, students, and stakeholders

Plan to Monitor Effectiveness of G8.B1.S5

Student logs and email lists

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Student participation rate

G8.B1.S6 Offer activities to encourage interest or participants

Action Step 1

Have student select the gifts in order to increase participation and interest

Person or Persons Responsible

Administrators and Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs and monitor participation list

Plan to Monitor Fidelity of Implementation of G8.B1.S6

Identify and evaluate of number of students absent and tardy to school

Person or Persons Responsible

Administrators and Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance sheets and tardy list

Plan to Monitor Effectiveness of G8.B1.S6

Conduct an evaluation of the number of participants

Person or Persons Responsible

Students Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation list

G9. (PIP) To offer important training, information sessions, and support services in order to create a strong relations between parents and the school in effective ways that enhance students' academic achievement.

G9.B1 Lack of contact with parents due to their work schedule and constant dislocation

G9.B1.S1 Ensure distribution and collection of Title I Parent Compacts during Open House, Resource Fair and Parent Meetings

Action Step 1

Monthly Review of Parent Compacts Review Teacher 's Communication Log during walkthroughs Review Workshop and meetings sign-in sheets and logs

Person or Persons Responsible

Assistant Principal, Counselor Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Compact Log Teachers' communication logs Workshop/Meetings sign-in sheets/logs

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

Monthly Review of Parent Compacts Review Teacher 's Communication Log during walkthroughs Review Workshop and meetings sign-in sheets and logs

Person or Persons Responsible

Assistant Principal Counselor Community Involvement Specialist

Target Dates or Schedule

Sept. 19, 2013 and ongoing

Evidence of Completion

Parent Compact Log Teachers communication logs

Plan to Monitor Effectiveness of G9.B1.S1

Monthly Review of Parent Compacts

Person or Persons Responsible

Administration and Community Specialist Involvement

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Compact Log Workshop/Meetings sign-in sheets/logs

G9.B1.S2 Contact of Homeroom students' parent/guardian by teachers during the first week of school in order to start establishing a rapport between the parent and the teacher.

Action Step 1

Teachers will contact parents or guardians of students to discuss information relating to academic performance, classroom expectations, and behavioral issues

Person or Persons Responsible

Classroom Teachers,

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers' logs

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

Review of parents sign-in sheets Review of Grade Level Team Meeting with parents

Person or Persons Responsible

Administrators, Community Involvement Specialist, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers communication logs Team Leaders Communication logs

Plan to Monitor Effectiveness of G9.B1.S2

Review of IPEGS Communication Logs

Person or Persons Responsible

Counselors and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

IPEGS Communication Logs

G9.B1.S3 Conduct Monthly workshops to address parents' needs and interests. Have CIS contact parents to encourage them to attend. Provide incentives such as: dinners, refreshments

Action Step 1

Parent will be provided with a list of affiliated Miami-Dade County Pubic School approved agencies Monthly workshops such as Miami-Dade County Prevention Initiative will be available to empower parents will available and useful tools

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Workshop/Meetings sign-in sheets/logs

Plan to Monitor Fidelity of Implementation of G9.B1.S3

Review Workshop and meetings sign-in sheets and logs

Person or Persons Responsible

Community Involvement Specialist, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Workshop/Meetings sign-in sheets/logs

Plan to Monitor Effectiveness of G9.B1.S3

Review Teacher 's Communication Log during walkthroughs Review Workshop and meetings sign-in sheets and logs Monthly Review of Parent Compacts

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Workshop/Meetings sign-in sheets/logs

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

Services are provided at Thomas Jefferson Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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 needs 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading indicates that 34% of students were proficient. The goal of 2013-2014 FCAT 2.0 Reading is to increase student proficiency to 49%.

G1.B5 The results of the 2013 CELLA Listening /Speaking Test indicate that 43% of the ELL students made satisfactory progress due to teachers of ELL students have difficulty infusing rigor into the reading curriculum while utilizing remediation strategies to improve individual students' language acquisition and deficiencies.

G1.B5.S1 Students will utilize various strategies to increase autonomy in their reading abilities.

PD Opportunity 1

Teachers will continue to utilize assessment data to develop, and adjust small group skill based instruction that provides remediation, maintenance and enrichment opportunities.

Facilitator

Participants

Teachers, coach and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student reading log, Response logs, Student work, summative assessments.

G4. Based on the 2013 FCAT Writing Test 40% of the students were proficient. Our goal for the 2013-2014 school year is to increase students writing proficiency to 46%.

G4.B1 Grammar was taught in isolation, thus, the students did not translate the grammar skills learned into their actual prompt writing.

G4.B1.S1 Students will be guided in the development and creation of a Writer's Portfolio, brainstorming activities, research and report writing using Socratic discussions.

PD Opportunity 1

Teachers will explicitly teach the writing process, provide increased opportunities for journal and response writing to text.

Facilitator

Participants

Language Arts Teachers

Target Dates or Schedule

Formative: Student's scores on monthly writing assessments using the FCAT Rubric Student writing samples and District Writing Tests. Summative: 2014 FCAT Writing Test

Evidence of Completion

Administrators and Writing coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in common planning sessions

PD Opportunity 2

Teachers will utilize the data from the baseline writing assessment to address student's strengths and weaknesses in writing and to differentiate writing instruction.

Facilitator

Participants

Language Arts Teachers

Target Dates or Schedule

Administrators and Writing coach will conduct daily walkthroughs in classrooms to observe instruction and to ensure that the content knowledge and strategies are addressed according to the standard. Participate in weekly common planning sessions

Evidence of Completion

Formative: Student's scores on monthly writing assessments using the FCAT Rubric Student writing samples and District Writing Tests. Summative: 2014 FCAT Writing Test