



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Springs Middle School

150 S ROYAL POINCIANA BLVD

Miami Springs, FL 33166

305-888-6457

<http://msms.dadeschools.net/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Miami Springs Middle School

Principal

Kimberley F. Emmanuel

School Advisory Council chair

Julia Lopez-Donlon

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

Name	Title
Kimberley F. Emmanuel	Principal
Angie Torres	Assistant Principal
Michael DeArmas	Assistant Principal
Vicky Pestana-Rodriguez	Assistant Principal
Kristin Hayes	Reading Coach
Yvette Gonzalez	Reading Coach
Jeremy Stegmaier	Science Coach
Miguel Llerena	Language Arts Chairperson
Marie Bellas	Math Chairperson
Diana Ocana	Science Chairperson
Ada Delgado-Kow	Social Studies Chairperson
Marcella Benavides	ESOL Chairperson
Mary Slocum	ESE Chairperson
Carol Volk	Fine Arts Chairperson
Julia Lopez-Donlon	EESAC Chairperson
Nuria Rouco	Student Services Chairperson
Charity Moreno	Math Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, U.T.D. steward – 1, teachers – 5, alternate teachers-1, parents – 4, alternate parents-1, educational support employees-1, alternate educational support employee-1 student – 3, alternate student-1, business community representative – 2.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) reviews the school improvement plan while providing valuable suggestions for enhancing student achievement. SAC must also approve all areas of the school improvement plan prior to it being submitted.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Miami Springs Middle School.

Listed below are some of the functions of the SAC.

- Assist the school to create and analyze school climate surveys for parents and students
- Reach out to the community to obtain more partners
- Organize school events to increase parental involvement opportunities
- Review, evaluate, and adjust the School Improvement Plan based on the ongoing data analysis
- Develop committees to address curriculum, budget, and discipline committees to assist in the School Improvement Plan Process
- Distribute available SAC funds based on student needs

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

The projected funds of \$2,999 will be used to purchase educational materials and incentives to help to increase student achievement.

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kimberley F. Emmanuel

Principal

Years as Administrator: 18

Years at Current School: 1

Credentials

Bachelor of Science: Business Administration; Master of Science: Educational Leadership
 Certification: Educational Leadership, Elementary Education, and Business Education

Performance Record

2013-School Grade D
 Rdg. Proficiency, 46%
 Math Proficiency, 31%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains,56 points
 Rdg.Imp.of Lowest 25%-57 points
 Math Imp. Of Lowest 25%-65 points
 Rdg.AMO-48
 Math AMO-39
 2012-School Grade D
 Rdg. Proficiency, 32%
 Math Proficiency, 56%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains, 59 points
 Rdg.Imp.of Lowest 25%-62 points
 Math Imp. Of Lowest 25%-63 points
 Rdg.AMO-44
 Math AMO-62
 '11 '10 '09
 School Grade C C A
 Rdg.Proficiency 44 48 64
 Math Proficiency 79 69 82
 Rdg.Lrg.Gains 55 50 41
 Lrng Gains-Math 70 56 72
 Gains-Rdg-25% 61 58 53
 Gains-Math- 25% 73 58 87

Michael DeArmas

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Science:
Sports Management
Master of Science:
Educational Leadership
Certification: English 6-12; Educational Leadership

Performance Record

2013-School Grade D
Rdg. Proficiency, 46%
Math Proficiency, 31%
Rdg.Lrg.Gains, 62 points
Math Lrg.Gains,56 points
Rdg.Imp.of Lowest 25%-57 points
Math Imp. Of Lowest 25%-65 points
Rdg.AMO-48
Math AMO-39
2012-School Grade A
Rdg. Proficiency, 63 %
Math Proficiency, 67 %
Rdg.Lrg.Gains, 74 points
Math Lrg.Gains, 63 points
Rdg.Imp.of Lowest 25%
76 points
Math Imp. Of Lowest 25% 57 points
Rdg.AMO-73
Math AMO-48
'11 '10 '09
School Grade A A B
Rdg.Proficiency 60 63 49
Math Proficiency 86 87 75
Rdg.Lrg.Gains 60 68 59
Lrng Gains-Math 75 83 77
Gains-Rdg-25% 61 64 56
Gains-Math- 25% 65 76 71

Angie Torres

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelor of Science: Specific Learning Disabilities; Master of Science: Educational Leadership
 Certification: Educational Leadership, State of Florida; ESE K-12, State of Florida; ESOL Endorsed, State of Florida

Performance Record

2013-School Grade D
 Rdg. Proficiency, 46%
 Math Proficiency, 31%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains, 56 points
 Rdg.Imp.of Lowest 25%-57 points
 Math Imp. Of Lowest 25%-65 points
 Rdg.AMO-48
 Math AMO-39
 2012-School Grade C
 Rdg. Proficiency, 46%
 Math Proficiency, 44%
 Rdg.Lrg.Gains, 64 points
 Math Lrg.Gains, 63 points
 Rdg.Imp.of Lowest 25%-68 points
 Math Imp. Of Lowest 25%-59 POINTS
 Rdg.AMO-50
 Math AMO-45
 '11 '10 '09
 School Grade B B B
 Rdg.Proficiency 62 63 61
 Math Proficiency 57 58 55
 Rdg.Lrg.Gains 62 66 68
 Lrng Gains-Math 61 67 67
 Gains-Rdg-25% 68 68 75
 Gains-Math- 25% 68 73 70

Vicky Pestana-Rodriguez

Asst Principal

Years as Administrator: 4

Years at Current School: 11

Credentials

Bachelor of Arts: Psychology; Master's Degree: Social Work; Specialist's Degree: Educational Leadership
 Certification: Educational Leadership, State of Florida; Middle Grades Integrated Curriculum, State of Florida; Social Work, State of Florida; ESOL Endorsed, State of Florida

Performance Record

2013-School Grade D
 Rdg. Proficiency, 46%
 Math Proficiency, 31%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains,56 points
 Rdg.Imp.of Lowest 25%-57 points
 Math Imp. Of Lowest 25%-65 points
 Rdg.AMO-48
 Math AMO-39
 2012-School Grade C
 Rdg. Proficiency, 46%
 Math Proficiency, 44%
 Rdg.Lrg.Gains, 64 points
 Math Lrg.Gains, 63 points
 Rdg.Imp.of Lowest 25%-68 points
 Math Imp. Of Lowest 25%-59 POINTS
 Rdg.AMO-50
 Math AMO-45
 '11 '10 '09
 School Grade B B B
 Rdg.Proficiency 62 63 61
 Math Proficiency 57 58 55
 Rdg.Lrg.Gains 62 66 68
 Lrng Gains-Math 61 67 67
 Gains-Rdg-25% 68 68 75
 Gains-Math- 25% 68 73 70

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kristin E. Hayes

Full-time / School-based Years as Coach: 3 Years at Current School: 3

Areas Reading/Literacy, Data, RtI/MTSS

Credentials Bachelor of Arts: Psychology/Elementary Education; Master of Science: Early Childhood Special Education; Specialist Degree: Educational Leadership

Certification: Educational Leadership, State of Florida; Elementary Education, State of Florida; Varying Exceptionalities, State of Florida; Pre-K Handicapped Endorsement, State of Florida; ESOL Endorsed, State of Florida; Reading Endorsed, State of Florida

Performance Record 2013-School Grade D
 Rdg. Proficiency, 46%
 Math Proficiency, 31%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains,56 points
 Rdg.Imp.of Lowest 25%-57 points
 Math Imp. Of Lowest 25%-65 points
 Rdg.AMO-48
 Math AMO-39

2012-School Grade C
 Rdg. Proficiency, 46%
 Math Proficiency, 44%
 Rdg.Lrg.Gains, 64 points
 Math Lrg.Gains, 63 points
 Rdg.Imp.of Lowest 25%-68 points
 Math Imp. Of Lowest 25%-59 POINTS
 Rdg.AMO-50
 Math AMO-45
 '11 '10 '09
 School Grade A A A
 High Standards Rdg. 62 83 80
 High Standards Math57 78 82 Lrng. Gains-Rdg 62 72 74
 Lrng. Gains-Math 61 68 65
 Gains-Rdg-25 68 64 58
 Gains-Math-25 68 63 65

Jeremy Stegmaier

Full-time / School-based	Years as Coach: 2	Years at Current School: 1
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Areas Science, Data, RtI/MTSS

Credentials Bachelor of Arts: Economics
 Certification: Grades 5-9 Integrated Curriculum

Performance Record

2013-School Grade C
 Rdg. Proficiency, 46%
 Math Proficiency, 31%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains, 56 points
 Rdg.Imp.of Lowest 25%-57 points
 Math Imp. Of Lowest 25%-65 points
 Rdg.AMO-48
 Math AMO-39

2012-School Grade C
 Rdg. Proficiency, 36%
 Math Proficiency, 35%
 Rdg.Lrg.Gains, 60 points
 Math Lrg.Gains, 61 points
 Rdg.Lowest 25% 64 points
 Math Lowest 25% 69 points
 Rdg.AMO-50
 Math AMO-45
 '11 '10 '09
 School Grade C C D
 High Stand Rdg. 44 45 42
 High Stand Math 44 42 36
 Lrng. Gains-Rdg 61 59 58
 Lrng. Gains-Math 61 65 56
 Gains-Rdg-25 75 67 70
 Gains-Math-25 68 67 64

Yvette Gonzalez		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelor of Science: Elementary Education; Master of Science: English for Speakers of Other Languages (ESOL); Specialist Degree: Educational Leadership Certification: ESOL, Educational Leadership; Endorsement: Reading	
Performance Record	2013-School Grade Rdg. Proficiency, 46% Math Proficiency, 31% Rdg.Lrg.Gains, 62 points Math Lrg.Gains,56 points Rdg.Imp.of Lowest 25%-57 points Math Imp. Of Lowest 25%-65 points Rdg.AMO-48 Math AMO-39 2012-School Grade B Rdg. Proficiency, 42% Math Proficiency, 58% Rdg.Lrg.Gains, 70 points Math Lrg.Gains, 65 points Rdg.Lowest 25% 79 points Math Lowest 25% 69 points Rdg.AMO-50 Math AMO-45 '11 '10 '09 School Grade A D B High Stand Rdg. 37 43 50 High Stand Math 63 51 60 Lrng. Gains-Rdg 52 53 64 Lrng. Gains-Math 75 61 72 Gains-Rdg-25 62 59 72 Gains-Math-25 79 58 67	

Charity Moreno

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics, Data, RtI/MTSS

Credentials

Bachelor of Arts: Psychology/Elementary Education; Master of Science: Early Childhood Special Education; Specialist Degree: Educational Leadership
 Certification: Educational Leadership, State of Florida; Mathematics, State of Florida

Performance Record

2013-School Grade D
 Rdg. Proficiency, 46%
 Math Proficiency, 31%
 Rdg.Lrg.Gains, 62 points
 Math Lrg.Gains, 56 points
 Rdg.Imp.of Lowest 25%-57 points
 Math Imp. Of Lowest 25%-65 points
 Rdg.AMO-48
 Math AMO-39

Classroom Teachers**# of classroom teachers**

78

receiving effective rating or higher

73, 94%

Highly Qualified Teachers

72%

certified in-field

78, 100%

ESOL endorsed

16, 21%

reading endorsed

14, 18%

with advanced degrees

35, 45%

National Board Certified

9, 12%

first-year teachers

0, 0%

with 1-5 years of experience

4, 5%

with 6-14 years of experience

39, 50%

with 15 or more years of experience

35, 45%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 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

The strategies that Miami Springs Middle School employs to retain highly qualified, certified-in-field, effective teachers to the school include the following:

1. Invite teachers to be part of school leadership committees, including SIP Writing Team and EESAC: Principal
2. Hold scheduled meetings of new teachers with Administrator:
3. Provide teachers with opportunities for learning and growth through professional development to strengthen the skill and knowledge base in their subject areas: Principal
4. Monitor teacher certification: Principal

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

There are four qualified staff members who serve as mentors to new teachers, including Julia Lopez, Judith McCarthy, Gloria Delgaudio, and Manuel Abreu. Mentors are paired based on subject area as well as need, and they hold weekly meetings with the mentees to assist with planning, curriculum, instruction, and resources.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:

1. Use the Tier 1 problem solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year. The team will address the expected levels of progress toward proficiency, will review common assessments, utilize the problem solving process, will monitor progress of interventions, and will provide enrichment opportunities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The team will include: Administrators-Kimberley F. Emmanuel, Michael DeArmas, Vicky Pestana-Rodriguez, Angie Torres, Teachers-Miguel Llerena, Ada Delgado-Kow, Diana Ocana, Marie Bellas, coaches-Kristin Hayes, Yvette Gonzalez, Jeremy Stegmaier, Charity Moreno; special education personnel-Mary Slocum, school guidance counselor-Nuria Rouco, school psychologist-Pamela Fernandez, school social worker-Marilyn Cohen, and a member of the school advisory committee-Julie Lopez-Donlon.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider data for the end of the year Tier 1 problem solving.

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

1. Data at each tier for reading, mathematics, science, writing, and behavior will be used to guide instructional decisions and system procedures for all students.

- Adjust the delivery of the curriculum and instruction to meet specific needs of students
- Adjust the delivery of the behavior management system
- Adjustment the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

2. Data Sources and Management will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Interim Assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School Site specific assessments

*Write Score

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs.

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

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,400

Miami Springs Middle School offers before and after school tutoring. The students are grouped according to their specific academic needs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is derived from student work samples.

Who is responsible for monitoring implementation of this strategy?

The school-based literacy leadership team.

Strategy: Before or After School Program

Minutes added to school year: 2,700

Miami Springs Middle School offers before school tutoring as an extended learning opportunity for the ELL students. The students receive instruction in the core academic subjects according to the academic needs of the student.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is derived from student work samples.

Who is responsible for monitoring implementation of this strategy?

The school-based literacy leadership team.

Strategy: Before or After School Program**Minutes added to school year:** 1,800

Miami Springs Middle School offers Saturday Academy, before school and after school tutoring for all interested students. Pull-out interventions are also implemented, utilizing data to target students and their specific academic needs. For the 2013-2014 school year, 30 minutes will be used Tuesday through Friday, during middle block, to execute push-in interventions, in all classrooms.

Common planning time will be implemented on Mondays and Wednesdays, from 8:30am – 9:00am, to allow teachers to work with their departments and plan accordingly. Professional development will also be offered to staff on teacher planning days. Coaching support in Reading, Language Arts, Math, and Science. Data driven differentiated instruction is implemented across the curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teacher assessment data is collected on a regular basis, and this is discussed during common planning time to determine effective teaching strategies that will enhance student achievement. District assessments are collected quarterly, and analyzed during department “data chats.”

Who is responsible for monitoring implementation of this strategy?

The school-based literacy leadership team.

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

Name	Title
Kimberley F. Emmanuel	Principal
Vicky Pestana-Rodriguez	Assistant Principal
Michael DeArmas	Assistant Principal
Angie Torres	Assistant Principal
Kristin Hayes	Reading Coach
Yvette Gonzalez	Reading Coach
Jeremy Stegmaier	Science Coach
Miguel Llerena	Language Arts Chairperson
Marie Bellas	Math Chairperson
Diana Ocana	Science Chairperson
Ada Delgado-Kow	Social Studies Chairperson
Carol Volk	Fine Arts Chairperson
Marcella Benavides	ESOL Chairperson
Julia Lopez-Donlon	EESAC Chairperson
Mary Slocum	ESE Chairperson

Name	Title
Nuria Rouco	Student Services Chairperson

How the school-based LLT functions

Meetings for the LLT are held once a month to discuss the data, concerns, and upcoming events and activities. The team gathers and implements ideas that will improve literacy across the curriculum and creates activities and events to motivate students to become avid readers.

Major initiatives of the LLT

The major initiative for the 2013-2014 school years is to increase literacy across the curriculum. All reading and intensive reading classes will implement the CRRP. Teachers will place students in intervention programs based on data. Supplemental instruction will be provided for students before and after school. Additionally, there will be a school-wide campaign to promote vocabulary, the amount of books circulated from the media center, increase the usage of Accelerated Reader, and to increase the usage of the Reading Plus program for home learning.

Every Teacher Contributes to Reading Instruction

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

All teachers will be provided with professional development to demonstrate how reading can be implemented across the curriculum. Teachers will be provided resources and strategies to effectively contribute to the reading improve of all students.

Preschool Transition

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

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

N/A

College and Career Readiness

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

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

Miami Springs Middle promotes the District Career Pathways and Programs of Study so students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Miami Springs Middle School will also be offering i Prep Math as well as Cambridge Academy to further ready students for the future.

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

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

Strategies for improving student readiness for the public postsecondary level

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

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	58%	48%	No	63%
American Indian		0%		
Asian	63%	0%	No	67%
Black/African American	47%	44%	No	52%
Hispanic	59%	48%	No	63%
White	74%	67%	Yes	77%
English language learners	38%	24%	No	44%
Students with disabilities	32%	21%	No	39%
Economically disadvantaged	56%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	372	24%	36%
Students scoring at or above Achievement Level 4	339	22%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		62%	66%
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)	152	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	97	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	75	20%	28%

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	180	34%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	54%	39%	No	59%
American Indian		0%		
Asian	82%	0%	No	83%
Black/African American	44%	33%	No	50%
Hispanic	55%	39%	No	60%
White	68%	54%	No	71%
English language learners	40%	20%	No	46%
Students with disabilities	31%	11%	No	38%
Economically disadvantaged	52%	37%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	296	22%	42%
Students scoring at or above Achievement Level 4	119	9%	17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		74%	77%
Middle school performance on high school EOC and industry certifications		90%	91%

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	54%	39%	No	59%
American Indian		0%		
Asian	82%	0%	No	83%
Black/African American	44%	33%	No	50%
Hispanic	55%	39%	No	60%
White	68%	54%	No	71%
English language learners	40%	20%	No	46%
Students with disabilities	31%	11%	No	38%
Economically disadvantaged	52%	37%	No	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	58%	59%
Students scoring at or above Achievement Level 4	46	28%	28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	16%
Students scoring at or above Achievement Level 4	21	84%	84%

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	101	20%	25%
Students scoring at or above Achievement Level 4	58	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]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		37%
Students scoring at or above Achievement Level 4	14	56%	56%

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	184	11%	10%
Students who fail a mathematics course	139	9%	8%
Students who fail an English Language Arts course	96	6%	5%
Students who fail two or more courses in any subject	95	6%	5%
Students who receive two or more behavior referrals	396	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	393	24%	23%

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

Please refer to the Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 48% of students achieved Level 3 proficiency. The goal for 2014 is to increase Level 3 student proficiency by fifteen percentage points to 63%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 34% of students achieved a Level 3.5 or above. Our goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 41%.
- G3.** In 2013, 39% of students scored a Level 3 or higher on the FCAT 2.0 Mathematics test. Our goal for 2014 is for 59% of students to score a Level 3 or higher on the FCAT 2.0 Mathematics test. This will show an increase of twenty percentage points.
- G4.** In 2013, the total achieved points for Middle School Acceleration were 82. The goal for 2014 is to increase performance and participation in Algebra I, Biology, and Geometry to achieve 84 points, an increase of two percentage points for acceleration.
- G5.** The results of the 2013 Algebra EOC assessment indicate that 86 % of students achieved proficiency of Level 3 or above. Our goal for 2014 is 87%, which is an increase of one percentage point in proficiency in the Algebra EOC.
- G6.** The results of the 2013 Geometry EOC indicate that 100% of the students achieved proficiency of Level 3 or above. Our goal for 2014 is to maintain the percentage of students achieving proficiency (Levels 3-5) at 100%.
- G7.** The results of the 2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency. Our goal for 2014 is to increase student proficiency by 7 percentage points to 38%.
- G8.** The results of the 2013 Biology I EOC indicate that 96% of the students scored at achievement level 3 or higher in Biology. Our Goal is to have 100% of students pass the Biology 1 EOC.
- G9.** In 2013, 34% of students scored 70% or higher on the Civics Baseline Benchmark Assessment as compared to 2012 where 32 % of the students tested achieved proficiency. Our goal for 2014 is for 36% of students to achieve proficiency on the Spring EOC Civics.
- G10.** Currently, there are 149 students enrolled in the GET SET (Science, Engineering, and Technology) Magnet Program Electives .Our goal for the 2014 is to increase the number of students participating in STEM courses.
- G11.** Our goal for the 2014 school year is to increase opportunities for Career and Technical education and applied learning by increasing opportunities for students to participate in career and technical skill activities.

- G12.** The Early Warning System goal for 2014 is to identify at-risk students and provide appropriate intervention and support to decrease the early warning signs (absenteeism, behavior referrals, and failing grades).

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 48% of students achieved Level 3 proficiency. The goal for 2014 is to increase Level 3 student proficiency by fifteen percentage points to 63%.

Targets Supported

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

Resources Available to Support the Goal

- McDougal Littel Series, Reading Coach, Reading Interventionists, Rewards/Horizons reading program, Jamestown Reading Navigator, Voyager Series/SOLO, Technology (Reading Plus, Achieve 3000, Imagine Learning, Mind Play Virtual Reading Coach, FCAT Explorer, Florida Focus Achieves, FCAT 2.0 Item Specifications)

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Reading administration, the following subgroups with their respective actual levels of proficiency, did not attain the 2012-2013 AMO Goals across all three grade levels: Black (44%), Hispanic (48%), ELL (24%), SWD (21%), and ED (46%). The students in this subgroup need additional opportunities in applying their knowledge to solve real world problems. Specifically the ELL subgroup needs multiple opportunities to use vocabulary in real world situations. The goal is to increase proficiency for the subgroups as follows: Black (52%), Hispanic (63%), White (77%), ELL (44%), SWD (39%), and ED (60%).
- As noted on the 2013 FCAT 2.0 Reading administration, 24% of the students scored at Level 3. In 2014, the goal is to increase the number of students achieving Level 3 by twelve percentage points to 36%. The overall area of deficiency was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).
- As noted on the 2013 FCAT 2.0 Reading administration, 22% of the students scored at Level 4 or above. In 2014, the goal is to increase the number of students achieving Level 4 and above by five percentage points to 27%. The overall area of deficiency was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).
- The results of the 2013 FCAT 2.0 Reading Test indicate that 62% of students made learning gains. In 2014, the goal is to increase the percentage of students making learning gains by 4 percentage points to 66%. The overall area of deficiency was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).
- The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of students in the lowest 25% made learning gains. In 2014 the goal is to increase the percentage of students making gains in the lowest 25% subgroup by 4 percentage points to 61%. The lack of increase indicates that students are in need of targeted interventions through the use of a structured program that is utilized with fidelity.
- The results of the 2013 CELLA Test indicate that 40% of students achieved proficiency in Listening/Speaking. In 2014 the goal is to increase student proficiency by 6 percentage points to 46%. The students lack the necessary practice in using their ideas and language to develop reading and writing skills, and have limited opportunity to listen and speak academic English outside the classroom.

- The results of the 2013 CELLA Test indicate that 25% of students achieved proficiency in Reading. In 2014 the goal is to increase student proficiency by 8 percentage points to 33%. The students lack the necessary practice in using their ideas and language to develop reading skills, and have limited opportunity to listen and speak academic English outside the classroom.
- The results of the 2013 CELLA Test indicate that 20% of students achieved proficiency in Writing. In 2014 the goal is to increase student proficiency by 8 percentage points to 28%. The students lack the necessary practice in using their ideas and language to develop writing skills, and have limited opportunity to listen and speak academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion:

Results of District Interim Assessments, CELLA, and FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 34% of students achieved a Level 3.5 or above. Our goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 41%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Targeted interventions will be conducted through Writing lab rotation utilizing the Write Score Prompts and Materials.

Targeted Barriers to Achieving the Goal

- The barrier to success on the 2013 administration of the FCAT 2.0 Writing test was the inability to provide increased opportunities for students to utilize the various modalities of writing and a lack of exposure to the calibration papers and rubrics.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Results of District Interim Assessments and FCAT 2.0

G3. In 2013, 39% of students scored a Level 3 or higher on the FCAT 2.0 Mathematics test. Our goal for 2014 is for 59% of students to score a Level 3 or higher on the FCAT 2.0 Mathematics test. This will show an increase of twenty percentage points.

Targets Supported

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

Resources Available to Support the Goal

- The available resources through Targeted Differentiated Instruction include Math Lab rotation utilizing Reflex Math, Carnegie Learning, and Discovery Education

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2012 FCAT Mathematics administration. In 2013, the students achieved 56% in overall learning gains. The goal for 2014 is to achieve 60% in overall learning gains. This is an expected increase of 4 percentage points in overall learning gains. An area of deficiency as noted by the 2013 FCAT 2.0 Mathematics test results for Grades 6 and 8 was in Reporting Category-Geometry and Measurement. For Grade 7 the exhibited area of deficiency was in Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of intervention has been an obstacle.
- As noted on the 2013 FCAT 2.0 Mathematics administration, the following subgroups with their respective actual levels of proficiency, did not attain the 2012-2013 AMO Goals across all three grade levels: Black (33%), Hispanic (39%), White (54%), ELL (20%), SWD (11%), and ED (37%). The students in this subgroup need additional opportunities in applying their knowledge to solve real world problems. Specifically the ELL subgroup needs multiple opportunities to use mathematics vocabulary in real world situations. The goal for 2014 is to increase proficiency for the subgroups as follows: Black (50%), Hispanic (60%), White (71%), ELL (46%), SWD (38%), and ED (37%).
- As noted on the administration of the 2013 FCAT 2.0 Mathematics Test, 24% of students achieved Level 3. The goal for 2014 is for 36% of students to score a Level 3 in FCAT 2.0 Mathematics Test. In grades 6, and 8 for the students scoring a Level 3 the area of deficiency is in Reporting Category –Geometry and Measurement. The area of deficiency in grade 7 is Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of intervention has been an obstacle.
- As noted on the administration of the 2013 FCAT 2.0 Mathematics Test, 22% of students achieved Level 4-5. The goal for 2014 is for 27% of students to score a Level 4-5 on the FCAT 2.0 Mathematics Test. In grades 6, and 8 for the students scoring a Level 3 the area of deficiency is in Reporting Category –Geometry and Measurement. The area of deficiency in grade 7 is Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of enrichment has been an obstacle.
- As noted on the 2013 FCAT 2.0 Mathematics administration, the percentage of students in the Lowest 25% decreased when compared to the 2012 FCAT Mathematics administration. In 2013, these students achieved 65% in overall learning gains. The goal for 2014 is to achieve 69% in overall learning gains for the Lowest 25%. This is an expected increase of 4 percentage points in overall learning gains. An area of deficiency as noted by the 2013 FCAT 2.0 Mathematics test results for Grades 6 and 8 was in Reporting Category-Geometry and Measurement. For Grade 7

the exhibited area of deficiency was in Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of intervention has been an obstacle.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Results of District Interim Assessments and FCAT 2.0

G4. In 2013, the total achieved points for Middle School Acceleration were 82. The goal for 2014 is to increase performance and participation in Algebra I, Biology, and Geometry to achieve 84 points, an increase of two percentage points for acceleration.

Targets Supported

Resources Available to Support the Goal

- The available resources to support the goal are using available data sources for targeted Differentiated Instruction to include Math Lab rotation utilizing Edgenuity, Carnegie Learning, and/or Algebra Nation materials.

Targeted Barriers to Achieving the Goal

- The criterion for placement in the accelerated program for Algebra I, Geometry, or Biology was based primarily upon the students achievement level scores on the 2013 FCAT 2.0 Mathematics administration. Little attention was given to FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the participation in the Middle School Mathematics Acceleration Program will increase from 74% to 77%.
- The criterion for placement in the accelerated program for Algebra I, Geometry, or Biology was based primarily upon the students achievement level scores on the 2013 FCAT 2.0 Mathematics administration. Little attention was given to FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the performance in the Middle School Mathematics Acceleration Program will increase from 90% to 91%.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Results of District Interim Assessments, EOC and FCAT 2.0

G5. The results of the 2013 Algebra EOC assessment indicate that 86 % of students achieved proficiency of Level 3 or above. Our goal for 2014 is 87%, which is an increase of one percentage point in proficiency in the Algebra EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- The available resources to be utilized through targeted differentiated instruction include Math Lab rotation utilizing Carnegie Learning, Edgenuity, and Algebra Nation Materials.

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra EOC, the greatest difficulty for students scoring at Achievement Level 3 was Reporting Category-Polynomials. Students did not have enough practice in solving and graphing quadratic equations. The goal for 2014 is to increase student achievement at Level 3 by one percentage point from 58% to 59%.
- According to the results of the 2013 Algebra EOC assessment, the greatest difficulty for students scoring at Achievement Level 4 and above was Reporting Category-Polynomials. Students did not have enough practice in solving and graphing quadratic equations. The goal for 2014 is to increase or maintain student achievement at Level 4 and above from 28%.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Results of District Interim Assessments, EOC and FCAT 2.0

G6. The results of the 2013 Geometry EOC indicate that 100% of the students achieved proficiency of Level 3 or above. Our goal for 2014 is to maintain the percentage of students achieving proficiency (Levels 3-5) at 100%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- The available resources to be utilized through targeted differentiated instruction include Math Lab rotation utilizing Carnegie Learning, Edgenuity.

Targeted Barriers to Achieving the Goal

- In the 2013 Geometry EOC assessment, 16% of students achieved a Level 3. The greatest difficulty for students scoring at Achievement Level 3 was in the Reporting Category- Trigonometry & Discrete Mathematics. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.
- In the 2013 Geometry EOC assessment, 84% of students achieved a Level 4 and above. The greatest difficulty for students scoring at Achievement Level 3 was in the Reporting Category- Trigonometry & Discrete Mathematics. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

On-going

Evidence of Completion:

District Interim Assessments, EOC results, and FCAT 2.0

G7. The results of the 2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency. Our goal for 2014 is to increase student proficiency by 7 percentage points to 38%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- The Science Coach will be used as a curricular support resource. Various lab resources will also be provided to these students to bolster their understanding. Technological resources are available they include but are not limited to Khan Academy, NBC Learn, Discovery, Gizmo.

Targeted Barriers to Achieving the Goal

- In 2013, 20% of students scored a Level 3 on the FCAT 2.0 Science. Our goal for 2014, is that 25% of students will score Level 3, which is an increase of five percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Physical Science and Life Science. Students need more opportunities to increase scientific thinking, and the development and discussion of inquiry-based activities.
- In 2013, 11% of students scored a Level 4 or above on the FCAT 2.0 Science. Our goal for 2014, is that 13% of students will score Level 4 and above, which is an increase of two percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Physical Science and Life Science. Students need more opportunities to increase scientific thinking, and the development and discussion of inquiry-based activities.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

On-going

Evidence of Completion:

Results of District Interim Assessments and FCAT 2.0

G8. The results of the 2013 Biology I EOC indicate that 96% of the students scored at achievement level 3 or higher in Biology. Our Goal is to have 100% of students pass the Biology 1 EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- The Science Coach will be used as a curricular support resource. Various lab resources will also be provided to these students to bolster their understanding. Technological resources are available they include but are not limited to Khan Academy, NBC Learn, Discovery, Gizmo.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the Biology EOC for students scoring at Level 3 is in Reporting Category-Molecular and Cellular Biology. These concerns can be attributed to a lack of prior knowledge, limited access to technology and exposure to how scientists gather and interpret data.
- The area of deficiency as noted on the 2013 administration of the Biology EOC for students scoring at Level 4 and above is in Reporting Category-Molecular and Cellular Biology. These concerns can be attributed to a lack of prior knowledge, limited access to technology and exposure to how scientists gather and interpret data.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

Data will be analyzed and monitored on an ongoing basis

Evidence of Completion:

Results of District Interim Assessments, and EOC.

G9. In 2013, 34% of students scored 70% or higher on the Civics Baseline Benchmark Assessment as compared to 2012 where 32 % of the students tested achieved proficiency. Our goal for 2014 is for 36% of students to achieve proficiency on the Spring EOC Civics.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Resource coaches will support teachers in Social Studies classes. Teachers will also have access to Reading plus, FCAT Explorer, Civics text, and FCAT task cards.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion:

Results of District Interim Assessments and EOC

G10. Currently, there are 149 students enrolled in the GET SET (Science, Engineering, and Technology) Magnet Program Electives .Our goal for the 2014 is to increase the number of students participating in STEM courses.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Lead Magnet Teacher will attend articulation fairs to promote the GET SET magnet program and seek candidates to increase enrollment in these courses.

Targeted Barriers to Achieving the Goal

- Parents and students are not sufficiently aware of the available programs and resources being offered at the school site (advanced courses, honors courses; Science and Technology Magnet Program, SECME, and Science Fair competitions).

Plan to Monitor Progress Toward the Goal

Analyze information from sign-in sheets and visit logs.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule:

Data sources will be analyzed quarterly.

Evidence of Completion:

Student work, sign-in logs, flyers and agendas

G11. Our goal for the 2014 school year is to increase opportunities for Career and Technical education and applied learning by increasing opportunities for students to participate in career and technical skill activities.

Targets Supported

- CTE

Resources Available to Support the Goal

- These resources are available but limited and may prevent achieving the goal: Personnel, district approved activities, funding, and transportation.

Targeted Barriers to Achieving the Goal

- Students need more opportunities to develop career and technical education awareness and skills.

Plan to Monitor Progress Toward the Goal

Data sources will be analyzed and shared with the staff to ensure progress is being made and strategies are adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Event logs to show participation numbers will be monitored for progress.

G12. The Early Warning System goal for 2014 is to identify at-risk students and provide appropriate intervention and support to decrease the early warning signs (absenteeism, behavior referrals, and failing grades).

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Parent-teacher conferences, behavior contracts, student services personnel, M-DCPS Code of Student Conduct

Targeted Barriers to Achieving the Goal

- In 2013, 11% of the students missed 10% or more of available instructional time. In 2014, the goal is to decrease this by one percentage point to 10%.
- In 2013, 25% of students received two or more behavior referrals. In 2014, the goal is to decrease this by one percentage point to 24%.
- In 2013, 6% of students failed two or more courses in any subject (Grades 6-8). In 2014, the goal is to decrease this by one percentage point to 5%.

Plan to Monitor Progress Toward the Goal

Monitor available data sources (attendance bulletin, suspension reports, student grade reports)

Person or Persons Responsible

School based leadership team.

Target Dates or Schedule:

Data will be reviewed quarterly.

Evidence of Completion:

Reduction in the number of students with early warning signs (absenteeism, behavior referrals, and failing courses).

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 48% of students achieved Level 3 proficiency. The goal for 2014 is to increase Level 3 student proficiency by fifteen percentage points to 63%.

G1.B1 As noted on the 2013 FCAT 2.0 Reading administration, the following subgroups with their respective actual levels of proficiency, did not attain the 2012-2013 AMO Goals across all three grade levels: Black (44%), Hispanic (48%), ELL (24%), SWD (21%), and ED (46%). The students in this subgroup need additional opportunities in applying their knowledge to solve real world problems. Specifically the ELL subgroup needs multiple opportunities to use vocabulary in real world situations. The goal is to increase proficiency for the subgroups as follows: Black (52%), Hispanic (63%), White (77%), ELL (44%), SWD (39%), and ED (60%).

G1.B1.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, District Interim Assessments, and FCAT 2.0.

Action Step 2

Use data to set goals, provide interventions and enrichment , and differentiate instruction to meet the various needs of students

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, District Interim Assessments, and FCAT 2.0

Facilitator:

Yvette Gonzalez & Kristin Hayes

Participants:

Language Arts, Reading, ELL, and Social Studies teachers

Action Step 3

Provide additional opportunities for students to apply their knowledge to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, results of District Interim Assessments, and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, lesson plans, results of interim assessments and FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team will monitor for effectiveness.

Target Dates or Schedule

Data will be reviewed monthly with students and teachers.

Evidence of Completion

Results of District Interim Assessments, FCAT 2.0

G1.B2 As noted on the 2013 FCAT 2.0 Reading administration, 24% of the students scored at Level 3. In 2014, the goal is to increase the number of students achieving Level 3 by twelve percentage points to 36%. The overall area of deficiency was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).

G1.B2.S1 Incorporate reading application strategies into instruction to increase content comprehension in a variety of text structures.

Action Step 1

Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and results of District Interim Assessments

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, District Interim Assessments, and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, lesson plans, results of interim assessments and FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team will monitor for effectiveness.

Target Dates or Schedule

Data will be reviewed monthly with students and teachers.

Evidence of Completion

Results of District Interim Assessments, and FCAT 2.0

G1.B3 As noted on the 2013 FCAT 2.0 Reading administration, 22% of the students scored at Level 4 or above. In 2014, the goal is to increase the number of students achieving Level 4 and above by five percentage points to 27%. The overall area of deficiency was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).

G1.B3.S1 Infuse a variety of High Order Thinking Strategies into the delivery of reading instruction in Reading that supports critical thinking, problem-solving and student accountable talk.

Action Step 1

. Incorporate project based learning, and explicit, systematic instruction in all core content areas through the Gradual Release Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, lesson plans, District Interim Assessments, and FCAT 2.0.

Action Step 2

Utilize common planning to develop effective instructional strategies, evaluate student work, and share best practices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

student work, lesson plans, District Interim Assessments

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

Lessons, best practices and classroom activities will be reviewed

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, lesson plans, results of interim assessments and FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team will monitor for effectiveness.

Target Dates or Schedule

Data will be reviewed monthly with students and teachers.

Evidence of Completion

Results of District Interim Assessments, and FCAT 2.0

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 62% of students made learning gains. In 2014, the goal is to increase the percentage of students making learning gains by 4 percentage points to 66%. The overall area of deficiency was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).

G1.B4.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Incorporate data-driven, explicit, systematic instruction in all core content areas through the Gradual Release Model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Results of District Interim Assessments, student work and FCAT 2.0.

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, results of District Interim Assessments, and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Results of District Interim Assessments, student work, and FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed monthly with students and teachers.

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of students in the lowest 25% made learning gains. In 2014 the goal is to increase the percentage of students making gains in the lowest 25% subgroup by 4 percentage points to 61%. The lack of increase indicates that students are in need of targeted interventions through the use of a structured program that is utilized with fidelity.

G1.B5.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Results of District Interim Assessments, student work, and FCAT 2.0

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Results of Interim Assessments, student work, and FCAT 2.0

Action Step 3

Pull-out targeted intervention for students in the Lowest 25%

Person or Persons Responsible

Interventionists

Target Dates or Schedule

Twice per week

Evidence of Completion

Results of Interim Assessments, student work, and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team will monitor for effectiveness.

Target Dates or Schedule

Data will be reviewed monthly with students and teachers.

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G1.B6 The results of the 2013 CELLA Test indicate that 40% of students achieved proficiency in Listening/Speaking. In 2014 the goal is to increase student proficiency by 6 percentage points to 46%. The students lack the necessary practice in using their ideas and language to develop reading and writing skills, and have limited opportunity to listen and speak academic English outside the classroom.

G1.B6.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Incorporate data-driven, explicit, systematic instruction in all core content areas through the Gradual Release Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments, CELLA, and FCAT 2.0

Action Step 2

Providing students with increased opportunities to practice their use of the English Language to develop their reading and writing skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments, CELLA, and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

student work, results of District Interim Assessments, CELLA, and FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Lessons, best practices and classroom activities will be reviewed for fidelity

Person or Persons Responsible

School based leadership team will monitor for effectiveness.

Target Dates or Schedule

Data will be reviewed monthly with students and teachers.

Evidence of Completion

Results of District Interim Assessments, CELLA, and FCAT 2.0

G1.B7 The results of the 2013 CELLA Test indicate that 25% of students achieved proficiency in Reading. In 2014 the goal is to increase student proficiency by 8 percentage points to 33%. The students lack the necessary practice in using their ideas and language to develop reading skills, and have limited opportunity to listen and speak academic English outside the classroom.

G1.B7.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Incorporate data-driven, explicit, systematic instruction in all core content areas through the Gradual Release Model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments, CELLA, and FCAT 2.0

Action Step 2

Provide increased opportunities for students to practice their English and reading skills.

Person or Persons Responsible

teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments, CELLA, and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity of implementation

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

student work, results of District Interim Assessments, CELLA and FCAT 2.0

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G1.B8 The results of the 2013 CELLA Test indicate that 20% of students achieved proficiency in Writing. In 2014 the goal is to increase student proficiency by 8 percentage points to 28%. The students lack the necessary practice in using their ideas and language to develop writing skills, and have limited opportunity to listen and speak academic English outside the classroom.

G1.B8.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

Action Step 1

Incorporate data-driven, explicit, systematic instruction in all core content areas through the Gradual Release Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, results of District Interim Assessments, CELLA and FCAT 2.0

Action Step 2

Provide instruction of the various modalities of writing throughout the writing process from start to finish (i.e., pre-writing, drafting, revising, conferencing, editing, publishing, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim assessments, CELLA and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

student work, results of District Interim Assessments, CELLA and FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments, CELLA and FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 34% of students achieved a Level 3.5 or above. Our goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 41%.

G2.B1 The barrier to success on the 2013 administration of the FCAT 2.0 Writing test was the inability to provide increased opportunities for students to utilize the various modalities of writing and a lack of exposure to the calibration papers and rubrics.

G2.B1.S1 Incorporate writing strategies into instruction to increase the opportunities for students to utilize the various styles of writing.

Action Step 1

Provide instruction of the various modalities of writing throughout the writing process from start to finish (i.e., pre-writing, drafting, revising, conferencing, editing, publishing, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments and FCAT 2.0

Action Step 2

Utilize the “Write Score” program data to determine eighth grade student progress over the course of the school year, set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments and FCAT 2.0

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

Lessons and classroom activities will be reviewed for fidelity

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Classroom visits will be conducted weekly

Evidence of Completion

Results of District Interim Assessments, student work and FCAT 2.0.

Plan to Monitor Effectiveness of G2.B1.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Results of District Interim Assessment and FCAT 2.0

G3. In 2013, 39% of students scored a Level 3 or higher on the FCAT 2.0 Mathematics test. Our goal for 2014 is for 59% of students to score a Level 3 or higher on the FCAT 2.0 Mathematics test. This will show an increase of twenty percentage points.

G3.B1 As noted on the 2013 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2012 FCAT Mathematics administration. In 2013, the students achieved 56% in overall learning gains. The goal for 2014 is to achieve 60% in overall learning gains. This is an expected increase of 4 percentage points in overall learning gains. An area of deficiency as noted by the 2013 FCAT 2.0 Mathematics test results for Grades 6 and 8 was in Reporting Category-Geometry and Measurement. For Grade 7 the exhibited area of deficiency was in Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of intervention has been an obstacle.

G3.B1.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve mathematical problems.

Action Step 1

Students in Grade 6 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, Results of District Interim Assessments, FCAT 2.0

Action Step 2

Students in Grade 7 exhibited difficulty in Reporting Category-Statistics and Probability. Teachers will develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, Results of District Interim Assessments, FCAT 2.0

Action Step 3

Students in Grade 8 exhibited difficulty in Reporting Category-Geometry and Measurement. Students will be provided with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, Results of District Interim Assessments, FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly Classroom visits

Evidence of Completion

Results of District Interim Assessments, student work and FCAT 2.0.

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G3.B2 As noted on the 2013 FCAT 2.0 Mathematics administration, the following subgroups with their respective actual levels of proficiency, did not attain the 2012-2013 AMO Goals across all three grade levels: Black (33%), Hispanic (39%), White (54%), ELL (20%), SWD (11%), and ED (37%). The students in this subgroup need additional opportunities in applying their knowledge to solve real world problems. Specifically the ELL subgroup needs multiple opportunities to use mathematics vocabulary in real world situations. The goal for 2014 is to increase proficiency for the subgroups as follows: Black (50%), Hispanic (60%), White (71%), ELL (46%), SWD (38%), and ED (37%).

G3.B2.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve mathematical problems and increased opportunities for students to apply their knowledge to solve real world problems.

Action Step 1

Students in Grade 6 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments and FCAT 2.0

Action Step 2

Students in Grade 7 exhibited difficulty in Reporting Category-Statistics and Probability. Teachers will develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, results of District Interim Assessments and FCAT 2.0

Action Step 3

Students in Grade 8 exhibited difficulty in Reporting Category-Geometry and Measurement. Students in Grade 8 exhibited difficulty in Reporting Category-Geometry and Measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, results of District Interim Assessments and FCAT 2.0

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

. Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly Classroom visits

Evidence of Completion

Results of District Interim Assessments, student work and FCAT 2.0.

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G3.B3 As noted on the administration of the 2013 FCAT 2.0 Mathematics Test, 24% of students achieved Level 3. The goal for 2014 is for 36% of students to score a Level 3 in FCAT 2.0 Mathematics Test. In grades 6, and 8 for the students scoring a Level 3 the area of deficiency is in Reporting Category –Geometry and Measurement. The area of deficiency in grade 7 is Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of intervention has been an obstacle.

G3.B3.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model and increase opportunities for students to utilize more hands-on activities to solve mathematical problems and increased opportunities for students to apply their knowledge to solve real world problems.

Action Step 1

Students in Grade 6 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, results of District Interim Assessments and FCAT 2.0.

Action Step 2

Students in Grade 7 exhibited difficulty in Reporting Category-Statistics and Probability. Teachers will develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessments and FCAT 2.0.

Action Step 3

Students in Grade 8 exhibited difficulty in Reporting Category-Geometry and Measurement. Students will be provided with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessments and FCAT 2.0.

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly Classroom visits

Evidence of Completion

Student work, results of District Interim Assessments and FCAT 2.0.

Plan to Monitor Effectiveness of G3.B3.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G3.B4 As noted on the administration of the 2013 FCAT 2.0 Mathematics Test, 22% of students achieved Level 4-5. The goal for 2014 is for 27% of students to score a Level 4-5 on the FCAT 2.0 Mathematics Test. In grades 6, and 8 for the students scoring a Level 3 the area of deficiency is in Reporting Category –Geometry and Measurement. The area of deficiency in grade 7 is Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of enrichment has been an obstacle.

G3.B4.S1 Incorporate data-driven, explicit instruction to increase opportunities for students to utilize more hands-on activities to solve mathematical problems and increased project-based opportunities for students to apply their knowledge to solve real world problems.

Action Step 1

Students in Grade 6 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

Action Step 2

Students in Grade 7 exhibited difficulty in Reporting Category-Statistics and Probability. Teachers will infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students will be provided with opportunities to use multiple representations to model real world situations involving statistics and probability to make predictions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

Action Step 3

Students in Grade 8 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. Teachers will utilize Task Cards as a means of engaging students in higher order thinking with the concepts of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

student work, results of District Interim Assessment and FCAT 2.0.

Plan to Monitor Effectiveness of G3.B4.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0.

G3.B5 As noted on the 2013 FCAT 2.0 Mathematics administration, the percentage of students in the Lowest 25% decreased when compared to the 2012 FCAT Mathematics administration. In 2013, these students achieved 65% in overall learning gains. The goal for 2014 is to achieve 69% in overall learning gains for the Lowest 25%. This is an expected increase of 4 percentage points in overall learning gains. An area of deficiency as noted by the 2013 FCAT 2.0 Mathematics test results for Grades 6 and 8 was in Reporting Category-Geometry and Measurement. For Grade 7 the exhibited area of deficiency was in Reporting Category-Statistics and Probability. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems. The appropriate placement of students in need of intervention has been an obstacle.

G3.B5.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve mathematical problems and increased opportunities for students to apply their knowledge to solve real world problems.

Action Step 1

Students in Grade 6 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

Action Step 2

Students in Grade 7 exhibited difficulty in Reporting Category-Statistics and Probability. Teachers will develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

Action Step 3

Students in Grade 8 exhibited difficulty in Reporting Category-Geometry and Measurement. Teachers will develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly Classroom visits

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

Plan to Monitor Effectiveness of G3.B5.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G4. In 2013, the total achieved points for Middle School Acceleration were 82. The goal for 2014 is to increase performance and participation in Algebra I, Biology, and Geometry to achieve 84 points, an increase of two percentage points for acceleration.

G4.B1 The criterion for placement in the accelerated program for Algebra I, Geometry, or Biology was based primarily upon the students achievement level scores on the 2013 FCAT 2.0 Mathematics administration. Little attention was given to FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the participation in the Middle School Mathematics Acceleration Program will increase from 74% to 77%.

G4.B1.S1 To increase participation in accelerated courses, the overall number of students achieving proficiency must increase. To increase overall proficiency data-driven, explicit, instruction will be infused in the accelerated courses.

Action Step 1

Incorporate explicit, systematic instruction in all accelerated courses to increase overall student proficiency in the courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District Interim Assessments, and EOC

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, results of District Interim Assessments, and EOC

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly Classroom visits

Evidence of Completion

Student work, results of District Interim Assessment and FCAT 2.0.

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Results of District Interim Assessments, EOC and FCAT 2.0

G4.B2 The criterion for placement in the accelerated program for Algebra I, Geometry, or Biology was based primarily upon the students achievement level scores on the 2013 FCAT 2.0 Mathematics administration. Little attention was given to FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the performance in the Middle School Mathematics Acceleration Program will increase from 90% to 91%.

G4.B2.S1 To increase performance in accelerated courses, the overall number of students achieving proficiency must increase. To increase overall proficiency data-driven instruction will be infused in the accelerated courses.

Action Step 1

Incorporate explicit, systematic instruction to increase overall student proficiency and provide students with opportunities to apply their knowledge to solve mathematical problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, results of District Interim Assessment, EOC and FCAT 2.0.

Action Step 2

Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, results of District Interim Assessment, EOC and FCAT 2.0.

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of District Interim Assessments,EOC and FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments, EOC and FCAT 2.0

G5. The results of the 2013 Algebra EOC assessment indicate that 86 % of students achieved proficiency of Level 3 or above. Our goal for 2014 is 87%, which is an increase of one percentage point in proficiency in the Algebra EOC.

G5.B1 According to the results of the 2013 Algebra EOC, the greatest difficulty for students scoring at Achievement Level 3 was Reporting Category-Polynomials. Students did not have enough practice in solving and graphing quadratic equations. The goal for 2014 is to increase student achievement at Level 3 by one percentage point from 58% to 59%.

G5.B1.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve mathematical problems and apply their knowledge.

Action Step 1

Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve algebraic equations and increased opportunities for students to apply their knowledge to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments, EOC, and FCAT 2.0

Action Step 2

Provide increased opportunities for students to practice the content so they will be able to: apply the laws of exponents to simplify monomial expressions with integral exponents, simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, completely factor polynomials, simplify rational expressions and divide polynomials by monomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments, EOC and FCAT 2.0

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

Lessons, and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of District Interim Assessment, EOC and FCAT 2.0.

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Results of District interim assessments, EOC and FCAT 2.0

G5.B2 According to the results of the 2013 Algebra EOC assessment, the greatest difficulty for students scoring at Achievement Level 4 and above was Reporting Category-Polynomials. Students did not have enough practice in solving and graphing quadratic equations. The goal for 2014 is to increase or maintain student achievement at Level 4 and above from 28%.

G5.B2.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve mathematical problems and apply their knowledge

Action Step 1

incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities to solve algebraic equations and increased opportunities for project based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments, EOC, and FCAT 2.0

Action Step 2

Provide increased opportunities for students to practice the content so they will be able to: apply the laws of exponents to simplify monomial expressions with integral exponents, simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, completely factor polynomials, simplify rational expressions and divide polynomials by monomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, interim assessments, EOC and FCAT 2.0

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

Lessons and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

weekly classroom visits

Evidence of Completion

results of interim assessments, EOC and FCAT 2.0

Plan to Monitor Effectiveness of G5.B2.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team will monitor for effectiveness.

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments, EOC and FCAT 2.0

G6. The results of the 2013 Geometry EOC indicate that 100% of the students achieved proficiency of Level 3 or above. Our goal for 2014 is to maintain the percentage of students achieving proficiency (Levels 3-5) at 100%.

G6.B1 In the 2013 Geometry EOC assessment, 16% of students achieved a Level 3. The greatest difficulty for students scoring at Achievement Level 3 was in the Reporting Category-Trigonometry & Discrete Mathematics. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.

G6.B1.S1 Infuse data-driven, explicit, systematic instruction to increase opportunities for students to be exposed to the Algebra curriculum as the needed foundation to Geometry.

Action Step 1

incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities and increased opportunities for students to apply their knowledge to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, results of interim assessments, EOC and FCAT 2.0

Action Step 2

Provide opportunities for students to practice the content so they will be able to: Identify the converse, inverse, or contrapositive of a given statement, determine whether two propositions are logically equivalent in mathematical or real-world contexts, and solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments, EOC and FCAT 2.0

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

Lessons and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of District Interim Assessment, EOC and FCAT 2.0.

Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Results of District Interim Assessments, EOC, and FCAT 2.0

G6.B2 In the 2013 Geometry EOC assessment, 84% of students achieved a Level 4 and above. The greatest difficulty for students scoring at Achievement Level 3 was in the Reporting Category-Trigonometry & Discrete Mathematics. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.

G6.B2.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to be exposed to the Algebra curriculum as the needed foundation to Geometry.

Action Step 1

incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities and increased opportunities for students to apply their knowledge to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments, EOC and FCAT 2.0

Action Step 2

Provide opportunities for students to practice the content so they will be able to: Identify the converse, inverse, or contrapositive of a given statement, determine whether two propositions are logically equivalent in mathematical or real-world contexts, and solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, results of interim assessments, EOC and FCAT 2.0

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

Lessons and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

student work, results of District Interim Assessments, EOC and FCAT 2.0

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments, EOC and FCAT 2.0

G7. The results of the 2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency. Our goal for 2014 is to increase student proficiency by 7 percentage points to 38%.

G7.B1 In 2013, 20% of students scored a Level 3 on the FCAT 2.0 Science. Our goal for 2014, is that 25% of students will score Level 3, which is an increase of five percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Physical Science and Life Science. Students need more opportunities to increase scientific thinking, and the development and discussion of inquiry-based activities.

G7.B1.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities while increasing scientific thinking and the development of inquiry-based activities.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, results of district interim assessments and FCAT 2.0

Action Step 2

Teachers will provide students with increased opportunities to use student accountable talk such as Think-Pair-Share and Socratic Seminars to discuss major concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments and FCAT 2.0

Action Step 3

Ensure that students write lab conclusions with claim-evidence-reasoning included for investigations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of District Interim Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G7.B1.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G7.B2 In 2013, 11% of students scored a Level 4 or above on the FCAT 2.0 Science. Our goal for 2014, is that 13% of students will score Level 4 and above, which is an increase of two percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Physical Science and Life Science. Students need more opportunities to increase scientific thinking, and the development and discussion of inquiry-based activities.

G7.B2.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on-activities while increasing scientific thinking and the development of inquiry-based activities.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of District interim assessments, FCAT 2.0

Action Step 2

Teachers will provide students with increased opportunities to use student accountable talk such as Think-Pair-Share and Socratic Seminars to discuss major concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments and FCAT 2.0

Action Step 3

Ensure that students write lab conclusions with claim-evidence-reasoning included for investigations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, interim assessment results and FCAT 2.0

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of interim assessments, FCAT 2.0

Plan to Monitor Effectiveness of G7.B2.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments and FCAT 2.0

G8. The results of the 2013 Biology I EOC indicate that 96% of the students scored at achievement level 3 or higher in Biology. Our Goal is to have 100% of students pass the Biology 1 EOC.

G8.B1 The area of deficiency as noted on the 2013 administration of the Biology EOC for students scoring at Level 3 is in Reporting Category-Molecular and Cellular Biology. These concerns can be attributed to a lack of prior knowledge, limited access to technology and exposure to how scientists gather and interpret data.

G8.B1.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities while increasing scientific thinking and the development of inquiry-based activities.

Action Step 1

Teachers will provide students with increased opportunities to design experiments using the processes of science and to apply their knowledge.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, interim assessment results and EOC

Action Step 2

Teachers will provide students with more opportunities to engage in student accountable talk such as Think-Pair-Share and Socratic Seminars to discuss major concepts of Biology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, interim assessment results and EOC

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of interim assessments, EOC

Plan to Monitor Effectiveness of G8.B1.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments, EOC

G8.B2 The area of deficiency as noted on the 2013 administration of the Biology EOC for students scoring at Level 4 and above is in Reporting Category-Molecular and Cellular Biology. These concerns can be attributed to a lack of prior knowledge, limited access to technology and exposure to how scientists gather and interpret data.

G8.B2.S1 Incorporate data-driven, explicit, systematic instruction through the Gradual Release Model to increase opportunities for students to utilize more hands-on activities while increasing scientific thinking and the development of inquiry-based activities.

Action Step 1

Teachers will provide students with increased opportunities to design experiments using the processes of science and to apply their knowledge.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, results of interim assessments and EOC

Action Step 2

Teachers will provide students with more opportunities to engage in student accountable talk such as Think-Pair-Share and Socratic Seminars to discuss major concepts of Biology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments and EOC

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits

Evidence of Completion

Student work, results of interim assessments, EOC

Plan to Monitor Effectiveness of G8.B2.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments and EOC

G9. In 2013, 34% of students scored 70% or higher on the Civics Baseline Benchmark Assessment as compared to 2012 where 32 % of the students tested achieved proficiency. Our goal for 2014 is for 36% of students to achieve proficiency on the Spring EOC Civics.

G9.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G9.B1.S1 Data-driven, explicit instruction for Civics will be infused with language arts and writing skills to reinforce students mastery of the Civics Benchmarks.

Action Step 1

Incorporate explicit, systematic instruction through the Gradual Release Model while infusing writing and reading strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, results of interim assessments and EOC

Action Step 2

Teachers will provide more opportunities for project-based learning to move students from guided learning to more independent learning and increase student accountable talk.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, interim assessment and EOC results.

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

Lessons, best practices and classroom activities will be reviewed for fidelity by coaches, and administrators through classroom visits.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly classroom visits.

Evidence of Completion

Student work, lesson plans, results of interim assessments and EOC

Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM model, data is reviewed and will be shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be analyzed and monitored on an ongoing basis.

Evidence of Completion

Results of District Interim Assessments and EOC

G10. Currently, there are 149 students enrolled in the GET SET (Science, Engineering, and Technology) Magnet Program Electives. Our goal for the 2014 is to increase the number of students participating in STEM courses.

G10.B1 Parents and students are not sufficiently aware of the available programs and resources being offered at the school site (advanced courses, honors courses; Science and Technology Magnet Program, SECME, and Science Fair competitions).

G10.B1.S1 Articulation meetings will be held with parents, District personnel, community partners, and feeder pattern schools to increase awareness of the available STEM courses.

Action Step 1

Coordinate and hold events to promote the availability of STEM courses.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Data sources will be analyzed quarterly.

Evidence of Completion

sign-in logs, agendas and flyers for events

Action Step 2

Increase the number of students participating in Science competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, sign-in logs

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

Analyze information from sign-in sheets and events.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Data sources will be analyzed quarterly.

Evidence of Completion

student work, sign-in sheets

Plan to Monitor Effectiveness of G10.B1.S1

Analyze information from sign-in sheets and visit logs.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Data sources will be analyzed quarterly.

Evidence of Completion

student work, sign-in for events, and flyers

G11. Our goal for the 2014 school year is to increase opportunities for Career and Technical education and applied learning by increasing opportunities for students to participate in career and technical skill activities.

G11.B1 Students need more opportunities to develop career and technical education awareness and skills.

G11.B1.S1 Utilize career development events and related curriculum aligned to appropriate program to increase rigor, relevance, and opportunities for STEM activities (Magnet Fair, Miami-Dade County Fair, Fairchild Challenge, and other district-approved activities).

Action Step 1

Increase the number of student participation in career related events demonstrated by attendance and number of scheduled events.

Person or Persons Responsible

School based leadership team.

Target Dates or Schedule

Data sources will be analyzed quarterly.

Evidence of Completion

Increase in number of events and student participation demonstrated by attendance.

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

Analyze available sources to determine increased opportunities for STEM activities.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Data sources will be analyzed quarterly.

Evidence of Completion

sign-in sheets and logs, agendas, and flyers

Plan to Monitor Effectiveness of G11.B1.S1

Analyze information from sign-in sheets and visit logs.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Data sources will be analyzed quarterly.

Evidence of Completion

sign-in sheets, agendas, and flyers.

G12. The Early Warning System goal for 2014 is to identify at-risk students and provide appropriate intervention and support to decrease the early warning signs (absenteeism, behavior referrals, and failing grades).

G12.B1 In 2013, 11% of the students missed 10% or more of available instructional time. In 2014, the goal is to decrease this by one percentage point to 10%.

G12.B1.S1 In order to decrease the number of students who miss 10% or more of instructional time, Grade Level Teams will monitor attendance and tardies. As tardies make-up a large portion of time missed from our students, we have established a "Tardy Tank" which records daily tardies and cross-references them with student absences. This will decrease the percentage of students in this category from 11% to 10%.

Action Step 1

Monitor attendance report for absences and tardies.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

attendance bulletin.

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

Monitor available data sources (attendance bulletins).

Person or Persons Responsible

School based leadership team.

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

attendance bulletin

Plan to Monitor Effectiveness of G12.B1.S1

Monitor available data sources (attendance bulletin).

Person or Persons Responsible

School based leadership team.

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

attendance bulletin with increased attendance rate

G12.B2 In 2013, 25% of students received two or more behavior referrals. In 2014, the goal is to decrease this by one percentage point to 24%.

G12.B2.S1 At the beginning of the school year all students are made aware of the Miami-Dade County Public Schools Code of Student Conduct. As part of the Beginning of School Student Information Packet, parents are urged to visit our website in order to become familiar with the code. If, even after this knowledge, students receive behavioral referrals they will initially meet with their counselor and, if necessary, an Assistant Principal. As a result, behavior referrals will be reduced from 24% to 23%.

Action Step 1

Monitor suspension data

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

Reduction in number of suspensions

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

Monitor suspension data

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

Reduction in number of suspensions

Plan to Monitor Effectiveness of G12.B2.S1

Monitor suspension data

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

Reduction in suspensions

G12.B3 In 2013, 6% of students failed two or more courses in any subject (Grades 6-8). In 2014, the goal is to decrease this by one percentage point to 5%.

G12.B3.S1 At the end of each grading period, students not making progress and in danger of failing courses are flagged by school counselors. Data is retrieved using Pinnacle Grade book and students are counseled on strategies to improve their performance in their classes. Follow-up occurs at mid-year, which will assist in the reduction of student course failures from 6% to 5%.

Action Step 1

Monitor academic progress using available data sources.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

Reduction in the percentage of students failing two or more courses

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

Monitor academic progress using available data sources.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

Reduction in percentage of students failing two or more courses.

Plan to Monitor Effectiveness of G12.B3.S1

Monitor academic progress using available data sources.

Person or Persons Responsible

School based leadership team.

Target Dates or Schedule

Data will be reviewed quarterly.

Evidence of Completion

Reduction in percentage of students failing two or more courses.

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

Miami Springs Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs..

Title II

Miami Springs Middle School uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the Mentoring and Induction of New Teachers (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Miami Springs Middle School by providing funds to implement and/or provide:

- morning and afternoon tutorial programs in the area of reading, mathematics, and science
- HLAP tutorial services
- parent outreach activities
- professional development on best practices and ELL strategies to content area teachers
- purchase of reading and supplementary instructional materials, hardware and software for the development of language and literacy skills in reading, mathematics, and science

Title VI, Part B - NA

Title X- Homeless

Miami Springs Middle School provides students and parents with a Homeless Awareness Campaign and implements the District assistance programs as follows:

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation..

Violence Prevention Programs

- Miami Springs Middle School implements the Safe and Drug-Free Schools Program to address violence and provide drug prevention and intervention services for students through curriculum implemented by classroom teachers and the TRUST Specialist.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- Miami Springs Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks provided by the Easter Seals Tutoring Program and by FELC, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education

Miami Springs Middle promotes the District Career Pathways and Programs of Study so students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training – N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 48% of students achieved Level 3 proficiency. The goal for 2014 is to increase Level 3 student proficiency by fifteen percentage points to 63%.

G1.B1 As noted on the 2013 FCAT 2.0 Reading administration, the following subgroups with their respective actual levels of proficiency, did not attain the 2012-2013 AMO Goals across all three grade levels: Black (44%), Hispanic (48%), ELL (24%), SWD (21%), and ED (46%). The students in this subgroup need additional opportunities in applying their knowledge to solve real world problems. Specifically the ELL subgroup needs multiple opportunities to use vocabulary in real world situations. The goal is to increase proficiency for the subgroups as follows: Black (52%), Hispanic (63%), White (77%), ELL (44%), SWD (39%), and ED (60%).

G1.B1.S1 Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension.

PD Opportunity 1

Use data to set goals, provide interventions and enrichment , and differentiate instruction to meet the various needs of students

Facilitator

Yvette Gonzalez & Kristin Hayes

Participants

Language Arts, Reading, ELL, and Social Studies teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, District Interim Assessments, and FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The results of the 2013 FCAT 2.0 Writing Test indicate that 34% of students achieved a Level 3.5 or above. Our goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 41%.	\$3,942
Total		\$3,942

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$3,942
Total		\$3,942

Budget Details

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

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 34% of students achieved a Level 3.5 or above. Our goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 41%.

G2.B1 The barrier to success on the 2013 administration of the FCAT 2.0 Writing test was the inability to provide increased opportunities for students to utilize the various modalities of writing and a lack of exposure to the calibration papers and rubrics.

G2.B1.S1 Incorporate writing strategies into instruction to increase the opportunities for students to utilize the various styles of writing.

Action Step 2

Utilize the "Write Score" program data to determine eighth grade student progress over the course of the school year, set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students

Resource Type

Evidence-Based Program

Resource

Formative Writing Assessment program that is aligned with the state mandated assessments and common-core standards.

Funding Source

Title I

Amount Needed

\$3,942