2013-2014 SCHOOL IMPROVEMENT PLAN

Norland Middle School

1235 NW 192ND TER
Miami, FL 33169
305-653-1210
http://wwwnms.dade.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	91%

Alternative/ESE Center	Charter School	Minority Rate
No	No	100%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Norland Middle School

Principal
Ronald Redmon G

School Advisory Council chair
Jennifer Allen

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

Name	Title
Ronald Redmon	Principal
John Nathan	Assistant Principal
Jessica Concepcion	Assistant Principal
Lawrence Kennedy	Assistant Principal
Kim Martinetti	Reading Coach
Joella Nortelus	Reading Coach
Cecilia Hernandez-Rojas	Science Coach
Georvonia Robinson-Bailey	Language Arts Department Chair
Sasha Jabouin	Social Studies Department Chair
Dudley Parker	Mathematics Department Chair
Trecia Rolle	Special Education Department Chair
Maribel Trujillo-Fruitstone	Magnet Lead Teacher
Ernestine Petit	Electives Department Chair
Chandra Stephens	Student Services Department Chair
Nikkisha Gordon	PD Liaison and Accreditation Liaison
Cynthia Booker	Sixth Grade Chairperson
Tammy Jordan-Davidson	Seventh Grade Chairperson
Kevin Spicer	Eighth Grade Chairperson

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal – 1, UTD steward – 1, teachers - 3, parents - 4, educational support -1, students – 2, community representative - 1

Involvement of the SAC in the development of the SIP

One SAC member is also a member of the SIP Writing Team. The remaining SAC members will review the SIP and collectively decide to amend or approve as is.

Activities of the SAC for the upcoming school year

The anticipated activities for the upcoming school year will include decisions on: instructional support (instructional resources), FCAT support, and school uniforms.

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

The projected use includes providing the Reading Department with consumable texts, along with providing the grade level teams with funds for FCAT incentives.

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

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

Highly Qualified Staff

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

Administrators

of administrators
4

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

Administrator Information:

Ronald Redmon G		
Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Political Science MG Social Science Educational Leadership
Performance Record	2013 – School Grade D Rdg. Proficiency, 43% Math Proficiency, 34% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –63 Math AMO–64 2012 – School Grade C Rdg. Proficiency, 42% Math Proficiency, 41% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –59 Math AMO–60 '11 '10 '09 School Grade A C B High Standards Rdg 56 41 38 High Standards Math 84 77 74 Lrng Gains - Rdg 56 48 59 Lrng Gains - Math 83 76 83 Gains - Rdg - 25% 55 71 65 Gains - Math - 25% 76 71 84

Lawrence Kennedy		
Asst Principal	Years as Administrator: 17	Years at Current School: 1

Credentials	Math Educational Leadership
Performance Record	2013 – School Grade D Rdg. Proficiency, 43% Math Proficiency, 34% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –63 Math AMO–64 2012 – School Grade A Rdg. Proficiency, 55% Math Proficiency, 51% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –__ Math AMO–__ '11 '10 '09 School Grade D D D High Standards Rdg 35 29 High Standards Math 64 58 Lrng Gains-Rdg 20 41 Lrng Gains-Math 69 69 Gains-Rdg-25% 45 45 Gains-Math-25% 61 65

Jessica Concepcion		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials

Special Education
ESOL
Educational Leadership

Performance Record

2013 - School Grade A
Rdg. Proficiency, 41%
Math Proficiency, 54%
Rdg. Lrg. Gains 68 points
Math Lrg. Gains 67 points
Rdg. Imp. of Lowest 25% - 76%
Math Imp. of Lowest 25% - 77%
Reading AMO - 54
Math AMO - 40
2012 - School Grade B
Rdg. Proficiency, 37%
Math Proficiency, 40%
Rdg. Lrg. Gains 67 points
Math Lrg. Gains 60 points
Rd. Imp. of Lowest 25% - 79%
Math Imp. of Lowest 25% - 70%
Reading AMO - 49
Math AMO - 33
'11 '10 '09
School Grade D C D
High Standards Reading 32 28 25
High Standards Math 61 62 57
Lrng Gains - Rdg 44 47 23
Lrng Gains - Math 66 71 72
Gains - Rdg - 25% 44 68 46
Gains - Math - 25% 60 68 70

John Nathan		
Asst Principal	Years as Administrator: 22	Years at Current School: 10

Credentials

Math
Educational
Leadership

Performance Record

2013 – School Grade D
Rdg. Proficiency, 43%
Math Proficiency, 34%
Rdg. Lrg. Gains, 62 points
Math Lrg. Gains, 50 points
Rdg. Imp. of Lowest 25% -
68 points
Math Imp. of Lowest 25% -
59 points
Rdg. AMO –63
Math AMO–64
2012 – School Grade C
Rdg. Proficiency, 42%
Math Proficiency, 41%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% -
76 points
Math Imp. of Lowest 25% -
64 points
Rdg. AMO –59
Math AMO–60
'11 '10 '09
School Grade C C C
Rdg. Proficiency 51 50 47
Math Proficiency 52 46 41
Rdg. Lrg Gains 59 63 61
Math Lrg Gains 62 67 63
Rdg. Imp. of Lowest 25% - 68 69 77
Math Imp. of Lowest 25% - 70 70 72

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kim Martinetti		
Full-time / District-based	Years as Coach: 13	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Elementary Education Reading MG English	
Performance Record	2013 – School Grade D Rdg. Proficiency, 43% Math Proficiency, 34% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –63 Math AMO–64 2012 – School Grade C Rdg. Proficiency, 42% Math Proficiency, 41% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –59 Math AMO–60 '11 '10 '09 School Grade C C A High Standards Rdg 19 16 76 High Standards Math 51 48 80 Lrng Gains-Rdg 41 33 71 Lrng Gains-Math 60 39 64 Gains-Rdg-25% 55 46 61 Gains-Math-25% 69 55 58	

Joella Nortelus		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Criminal Justice Management Elementary Education (K-6) Exceptional Student Education (K-12)
Performance Record	2013 – School Grade D Rdg. Proficiency, 43% Math Proficiency, 34% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –63 Math AMO–64 2012-School Grade: C Rdg Proficiency, 45% Math Proficiency, 42% Rdg Lrg Gains, 59% Math Lrg Gains, 65% Rdg Imp. of Lowest 25%, 67 points Math Imp. of Lowest 25%, 67 points Rdg. AMO- Math AMO- '11 '10 '09 School Grade C D A High Standards Rdg 41 17 76 High Standards Math 51 47 68 Lrng Gains-Rdg 69 38 72 Lrng Gains-Math 56 72 69 Gains-Rdg-25% 75 72 65 Gains-Math-25% 68 72 72

Cecilia Hernandez-Rojas		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics, Science
Credentials	Philosophy Middle Grades Integrated Curriculum Middle Grades General Science
Performance Record	2013 – School Grade D Rdg. Proficiency, 43% Math Proficiency, 34% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –63 Math AMO–64 2012- School Grade D Rdg Proficiency, 30% Math Proficiency, 26% Rdg Lrg Gains -- 57 points Math Lrg Gains-- 57 points Rdg. Imp. of Lowest 25% -- 62 points Math Imp. of Lowest 25% -- 69 points Rdg AMO -- 51% Math AMO -- 46% '11 School Grade C High Standards Rdg 24 High Standards Lrng 34 Gains-Rdg 58 Lrng Gains- 68 Gains-Rdg-25% 69 Gains-Math-25% 70

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
50, 94%

 # Highly Qualified Teachers
62%

 # certified in-field
33, 62%

 # ESOL endorsed

6, 11%

 # reading endorsed

4, 8%

 # with advanced degrees

33, 62%

 # National Board Certified

2, 4%

 # first-year teachers

2, 4%

 # with 1-5 years of experience

6, 11%

 # with 6-14 years of experience

20, 38%

 # with 15 or more years of experience

25, 47%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

1, 25%

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

NMS recruits according to the MDCPS guidelines. The principal is the person responsible for recruiting and retaining.

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

New teachers will be paired with their respective Department Head who are also certified in the content area. The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning. The Department Heads and Reading Coaches will also model lessons using reading and writing strategies.

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

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

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, the following are members of the MTSS/RtI team:
• Administrators (Principal, Assistant Principals) who will ensure commitment and allocate resources;
• Department Chairs (Reading, Language Arts, Mathematics, Science, Social Studies, Magnet Lead, Electives), Reading Coaches, Science Coach and Math Coach who share the common goal of improving instruction for all students; and
• Team members (Professional Development Liaison, Counselor, Trust Counselor, UTD Stewart, and Grade Level Chairpersons) who will work to build staff support, internal capacity, and sustainability over time.

2. The school's MTSS/RtI Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally

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

Principal – Ronald Redmon
Assistant Principal of Curriculum – Jessica Concepcion
Assistant Principal – John Nathan
Assistant Principal of Community Schools – Lawrence Kennedy
Reading Coach – Kim Martinetti
Reading Coach – Joella Nortelus
Science Coach – Cecilia Hernandez-Rojas
Language Arts Department Chair – Georvonia Robinson-Bailey
Social Studies Department Chair – Sasha Jabouin
Math Department Chair – Dudley Parker
Science Department Chair – Alfonso Livingston
Special Education Department – Trecia Rolle
Magnet Lead Teacher – Maribel Trujillo-Fruitstone

Electives Department Chair – Ernestine Petit
Student Services Department Chair – Chandra Stephens
PD Liaison and Accreditation Liaison – Nikkisha Gordon
6th Grade Chairperson – Cynthia Booker
7th Grade Chairperson – Tammy Jordan-Davidson
8th Grade Chairperson – Kevin Spicer
In addition to Tier 1 problem solving, the Leadership Team members will meet biweekly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system by; implementing school-wide behavioral policies, expectations and processes, using data to design, implement and monitor behavioral interventions, increase academic engagement and motivation to learn and create a safe and positive school climate.
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment through PMRN
• Baseline and Interim assessments through Edusoft
• State/Local Math and Science assessments
• FCAT 2.0
• Student grades
• School site specific assessments
Behavior
• Student At Risk Profile Report (T-0515P71-01)
• Student Case Management (SCM) Reports
• Detentions
• Suspensions/Expulsions Reports
• Referrals by student behavior, staff behavior, and administrative context

• Truancy Reports
• School Climate Survey
• Course Failures
• Conduct Grades
• Team climate surveys
• Attendance Reports
Referrals to special education programs

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

The school will participate in the MTSS district professional development which consists of:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 480

NMS has increased instructional learning time by continuing the tradition of offering the SES tutorial program, afterschool Allstars program and, Saturday Academy. This school year, we expanded the amount of instructional time by changing the traditional 54 minute classes to block scheduling which allows for 110 minutes. Additionally, NMS has expanded the amount of computer labs that are available to the students

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Data is collected on a biweekly basis through teacher made assessments. Additionally, data is collected three to four times a year through district interim assessments. Subject area coaches and teachers are responsible for scoring assessments and implementing the necessary changes to classroom instruction based on the data to meet the needs of students.

Who is responsible for monitoring implementation of this strategy?

The LLT and administration are responsible for monitoring the implementation of this strategy

Literacy Leadership Team (LLT)

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

Name	Title
Ronald Redmon	Principal
John Nathan	Assistant Principal
Jessica Concepcion	Assistant Principal
Lawrence Kennedy	Assistant Principal
Kim Martinetti	Reading Coach
Joella Nortelus	Reading Coach
Cecilia Hernandez-Rojas	Science Coach
Georvonia Robinson-Bailey	Language Arts Department Chair
Sasha Jabouin	Social Studies Department Chair
Dudley Parker	Mathematics Department Chair
Alfonso Livingston	Science Department Chair
Trecia Rolle	Special Education Department Chair
Maribel Fruitstone-Trujillo	Magnet Lead Teacher
Ernestine Petit	Electives Department Chair
Chandra Stephens	Student Services Department Chair
Nikkisha Gordon	Professional Development Liaison and Accreditation Liaison
Cynthia Booker	Sixth Grade Chairperson
Tammy Jordan-Davidson	Seventh Grade Chairperson
Kevin Spicer	Eighth Grade Chairperson

How the school-based LLT functions

The LLT will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected daily via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:
• participating in the Data Analysis Team meetings after each FAIR assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
• monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log and classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations

Major initiatives of the LLT

The LLT will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all LLT meetings and activities. The LLT will provide necessary resources to the instructional staff. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. In addition, the

LLT will provide motivation and promote a spirit of collaboration within the departments to create a school-wide focus on literacy and reading achievement. Establishing model classrooms; conferencing with teachers and administrators; and providing professional development will guarantee fidelity of implementation of the Common Core.

Every Teacher Contributes to Reading Instruction

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

Grade level teachers will meet weekly during team and department meetings to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will also meet on a weekly basis during Professional Learning Communities to share best practice and resources. The results of the interim assessments will also allow for collaboration of lesson plans and instructional delivery which will be aligned across grade levels and subject areas. Focus lessons will be provided by the instructional coaches and department chairpersons for each subject area based on a review of previous state, district, and school produced assessments where students were struggling. The 5 to 10 minute focus lessons will be taught at the beginning of each class period. The focus lessons will be aligned to the benchmarks and standards for each subject area and cover those benchmarks that are annually assessed on the FCAT. Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. Elective and social studies teachers will also teach focus lessons adopting the tested discipline(s) that is relative to their subject.

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

Norland Middle School offer courses in Business Technology and Career Planning to assist students with making the connection with their current school subjects and future endeavors while promoting college and career readiness.

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

Students are encouraged to take accelerated courses in middle school in an effort to enrich their high school experience, thus leading to successful college career. Additionally, a portion of the main building is designed to promote college enthusiasm through its decoration and design.

Strategies for improving student readiness for the public postsecondary level

Norland Middle School would like to increase the amount of students who are enrolled in Algebra I, Geometry, and Physical Science at the middle school level. Additionally, we plan to offer Biology and Industry Certification courses in the future.

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	51%	43%	No	56%
American Indian				
Asian				
Black/African American	50%	42%	No	55%
Hispanic	60%	58%	No	64%
White				
English language learners	24%	15%	No	32%
Students with disabilities	36%	21%	No	42%
Economically disadvantaged	49%	24%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	27%	31%
Students scoring at or above Achievement Level 4	114	14%	16%

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)		68%	71%

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)	*[data excluded for privacy reasons]*		33%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		18%

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	94	38%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	34%	No	55%
American Indian				
Asian				
Black/African American	50%	34%	No	55%
Hispanic	60%	32%	No	64%
White				
English language learners	39%	21%	No	45%
Students with disabilities	38%	13%	No	45%
Economically disadvantaged	49%	33%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	23%	28%
Students scoring at or above Achievement Level 4	80	10%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		50%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		28%	35%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	38%	38%
Students scoring at or above Achievement Level 4	16	62%	62%

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	36	15%	20%
Students scoring at or above Achievement Level 4	20	8%	10%

Florida Alternate Assessment (FAA)

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

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	111	13%	12%
Students who fail a mathematics course	86	10%	9%
Students who fail an English Language Arts course	42	5%	4%
Students who fail two or more courses in any subject	88	11%	10%
Students who receive two or more behavior referrals	215	26%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	339	40%	39%

Goals Summary

G1. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in Reading from 62% to 66%.

G2. Our goal for the 2013-2014 school year is to increase the amount of students scoring at 3.5 or above from 38% to 44%.

G3. Our goal for the 2013-2014 school year is to increase the amount of students who achieve Level 3 or higher in Reading from 43% to 56%.

G4. Our goal is to increase participation in Middle School Acceleration courses from 28% to 35%.

G5. Our goal for the 2013-2014 school year is to maintain the amount of students achieving Level 3 on the Algebra 1 EOC at 38%.

G6. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate Mathematics proficiency from 34% to 55%.

G7. Our goal for the 2013-2014 school year is to maintain the amount of students who scored Levels 4-5 on the Algebra 1 EOC at 62%.

G8. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Level 3 in Science from 15% to 20%.

G9. Our goal for the 2013-2014 school year is to increase the amount of students in the lowest 25% achieving Learning Gains in Reading from 68% to 71%.

G10. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 3 in Mathematics from 27% to 31%.

G11. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Levels 4-5 in Science from 8% to 10%.

G12. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate proficiency on the Listening/Speaking from 26% to 33%

G13. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 4-5 in Mathematics from 10% to 12%.

G14. Our goal for the 2013-2014 school year is to increase the amount of students scoring at Level 3 in Reading from 27% to 31%.

G15. For the 2013-2014 school year, our school will: increase student attendance by decreasing the number of students who missed 10 percent or more of available instructional time from 13% to 12%.

G16. Our goal for the 2013-2014 school year is to increase the amount of overall students making learning gains in mathematics from 50% to 55%.

G17. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Reading portion of the CELLA from 26% to 33%.

G18. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Writing portion of the CELLA from 9% to 18%.

G19. Our goal for the 2013-2014 school year is to increase the amount of students achieving Levels 4-5 in Reading from 14% to 16%.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in Reading from 62% to 66%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches FCAT Explorer Achieve 3000 McDougall Littell text

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- There is also inconsistent use of higher order thinking questioning techniques by teachers.

Plan to Monitor Progress Toward the Goal

Formative Assessment: Sadlier Vocabulary for Success Lesson Assessments, Teacher made assessments, FCAT Explorer, Achieve 3000, Interim Assessment Data, and Focus assessment results.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessment: Results of the FCAT 2.0 Reading

G2. Our goal for the 2013-2014 school year is to increase the amount of students scoring at 3.5 or above from 38% to 44%.

Targets Supported

Resources Available to Support the Goal
- Reading Coach McDougall Littell

Targeted Barriers to Achieving the Goal
- There are no Creative Writing courses built into the schedule, therefore we will incorporate several strategies to reach students at this level. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

will administer Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assessed monthly.

Person or Persons Responsible
Teacher

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessment – Results of the 2014 FCAT 2.0 Writing

G3. Our goal for the 2013-2014 school year is to increase the amount of students who achieve Level 3 or higher in Reading from 43% to 56%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches McDougall Littell FCAT Explorer Achieve 3000

Targeted Barriers to Achieving the Goal
- The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

- The area of deficiency for Black, Hispanic, SWD and ED subgroups, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

Plan to Monitor Progress Toward the Goal

will administer formative Assessments such as: teacher made assessments, FCAT Explorer, Achieve 3000, Interim Assessment Data, and Focus assessment results.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
during classroom instructional time

Evidence of Completion:
Summative Assessment:Results from the 2014 FCAT 2.0 Reading

G4. Our goal is to increase participation in Middle School Acceleration courses from 28% to 35%.

Targets Supported

Resources Available to Support the Goal
- Mathematics Coach Holt McDougall

Targeted Barriers to Achieving the Goal
- Students have not mastered the basic skills in mathematical fluency and computation in order to earn a Level 3 or higher on FCAT 2.0 in the 7th Grade.

Plan to Monitor Progress Toward the Goal

administer formative assessments such as teacher made assessments and district interim assessments

Person or Persons Responsible
Teacher

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessment: 2014 FCAT 2.0 Mathematics

G5. Our goal for the 2013-2014 school year is to maintain the amount of students achieving Level 3 on the Algebra 1 EOC at 38%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Mathematics Coach Holt McDougall

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

Plan to Monitor Progress Toward the Goal

Data from formative assessments will be analyzed and instruction modified as needed.

Person or Persons Responsible
Teacher

Target Dates or Schedule:
after classroom assessement

Evidence of Completion:
Summative Assessment: 2014 Algebra 1 EOC

G6. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate Mathematics proficiency from 34% to 55%.

Targets Supported

Resources Available to Support the Goal
- Mathematics Coach

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0, the area of deficiency for students scoring at or above Level 3 were: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials The subgroups which include Black, Hispanic, ELL, SWD and ED did not make AMO. These subgroups need multiple opportunities to explore mathematical concepts and a problem-solving strategy to help breakdown word problems.

Plan to Monitor Progress Toward the Goal

will conduct formative assessments

Person or Persons Responsible
Teachers

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G7. Our goal for the 2013-2014 school year is to maintain the amount of students who scored Levels 4-5 on the Algebra 1 EOC at 62%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Mathematics Coach Holt McDougall

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

Plan to Monitor Progress Toward the Goal

student work products

Person or Persons Responsible
tacher

Target Dates or Schedule:
daily in class

Evidence of Completion:
student work samples will be collected to determine if enrichment is enhancing their educational experience.

G8. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Level 3 in Science from 15% to 20%.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Science Coach

Targeted Barriers to Achieving the Goal
- Nature of Science is the weakest reporting category because, previously, it was only spiraled into the pacing guide in the form of secondary benchmarks. Due to time constraints, teachers would focused on the primary benchmark and forego explicitly teaching the secondary Nature of Science benchmarks.

Plan to Monitor Progress Toward the Goal

Formative assessments: Data from biweekly assessments and Interim Assessments will be utilized to analyze student progress and monitor effectiveness.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
after bi-weekly assessments

Evidence of Completion:
Summative Assessments: 2014 FCAT 2.0 Science

G9. Our goal for the 2013-2014 school year is to increase the amount of students in the lowest 25% achieving Learning Gains in Reading from 68% to 71%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches McDougall Littell FCAT Explorer Achieve 3000 Voyager Language!

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring at or above a level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to the lack of exposure to expository text.
- There is also inconsistent implementation of small group teacher lead centers that target students' reading deficiencies.

Plan to Monitor Progress Toward the Goal

Formative Assessments: FAIR, Curriculum-based assessments (Voyager, Language!) and Achieve 3000.

Person or Persons Responsible
Teachers and Reading Coaches

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessments: 2014 FCAT 2.0 Reading

G10. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 3 in Mathematics from 27% to 31%.

Targets Supported

Resources Available to Support the Goal
- Math Coach Holt McDougall

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

Plan to Monitor Progress Toward the Goal

will administer: Interim Assessments, teacher made assessements

Person or Persons Responsible
Teacher

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Results of the 2014 FCAT 2.0 Mathematics

G11. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Levels 4-5 in Science from 8% to 10%.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Science Coach

Targeted Barriers to Achieving the Goal
- Students are not aware of their own progress or level of mastery overall, or within specific reporting categories and benchmarks. Consequently, students are not invested in tracking their progress, individually, or a class.

Plan to Monitor Progress Toward the Goal

Formative assessments: Data from teacher made assessments and Interim Assessments will be utilized to analyze student progress and monitor effectiveness.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
after assessments

Evidence of Completion:
Summative assessment: 2014 FCAT 2.0 Science

G12. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate proficiency on the Listening/Speaking from 26% to 33%

Targets Supported

Resources Available to Support the Goal
- Reading Coaches Achieve 3000

Targeted Barriers to Achieving the Goal
- There is inconsistent implementation of small group teacher lead centers that target students' listening and speaking skills. Additionally, Students have limited opportunity to listen and speak academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

will administer: Formative Assessments: FAIR, Curriculum-based assessments and Achieve 3000.

Person or Persons Responsible
Teacher

Target Dates or Schedule:
during testing time

Evidence of Completion:
Summative Assessments: Results of 2014 FCAT 2.0 and 2014 CELLA

G13. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 4-5 in Mathematics from 10% to 12%.

Targets Supported

Resources Available to Support the Goal
- Mathematics Coach Holt McDougall

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

Plan to Monitor Progress Toward the Goal

will administer teacher made assessments and district Interim assessments

Person or Persons Responsible
Teachers

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Results from the FCAT 2.0 Mathematics

G14. Our goal for the 2013-2014 school year is to increase the amount of students scoring at Level 3 in Reading from 27% to 31%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches McDougall Littell texts FCAT Explorer Teacher made assessments

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Plan to Monitor Progress Toward the Goal

Formative Assessment: Teacher made assessments, FCAT Explorer, Achieve 3000, Interim Assessment Data, and Focus assessment results.

Person or Persons Responsible
Classroom instructor

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Results from the 2014 FCAT 2.0 Reading

G15. For the 2013-2014 school year, our school will: increase student attendance by decreasing the number of students who missed 10 percent or more of available instructional time from 13% to 12%.

Targets Supported

Resources Available to Support the Goal
- Guidance Counselors

Targeted Barriers to Achieving the Goal
- Students' illnesses have affected excused absences and tardiness. These absences may have also attributed to students failing academic courses. .

Plan to Monitor Progress Toward the Goal

will utilize FCIM to monitor student progress

Person or Persons Responsible
The MTSS/RTI Team

Target Dates or Schedule:
ongoing

Evidence of Completion:
Results from: Baseline, Fall and Winter Interim Accelerator Reader Program FCAT Explorer

G16. Our goal for the 2013-2014 school year is to increase the amount of overall students making learning gains in mathematics from 50% to 55%.

Targets Supported

Resources Available to Support the Goal
- Mathematics Coach Holt McDougall

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

Plan to Monitor Progress Toward the Goal

will administer teacher made assessments and district interim assessments

Person or Persons Responsible
Teachers

Target Dates or Schedule:
during class instruction

Evidence of Completion:
Summative: Results of the 2014 FCAT 2.0 Mathematics

G17. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Reading portion of the CELLA from 26% to 33%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches Achieve 3000 FAIR data

Targeted Barriers to Achieving the Goal
- There is inconsistent implementation of small group teacher lead centers that target students' reading deficiencies. Additionally, students have limited opportunity to read English outside of the classroom.

Plan to Monitor Progress Toward the Goal

will administer Formative Assessments: FAIR, Curriculum-based and Imagine Learning, computer technology, assessments and Achieve 3000.

Person or Persons Responsible
ESOL teacher

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessments: Results of the 2014 FCAT 2.0 Reading and 2014 CELLA

G18. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Writing portion of the CELLA from 9% to 18%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches

Targeted Barriers to Achieving the Goal
- There is inconsistent exposure to writing practice at the six and seventh grade levels.

Plan to Monitor Progress Toward the Goal

will administer Formative Assessments: Curriculum-based assessments and District Writing Assessments.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
during classroom instruction

Evidence of Completion:
Summative Assessments: Results of the 2014 CELLA AND 2014 FCAT Writing 2.0

G19. Our goal for the 2013-2014 school year is to increase the amount of students achieving Levels 4-5 in Reading from 14% to 16%.

Targets Supported

Resources Available to Support the Goal
- Reading Coaches McDougall Littell FCAT Explorer Achieve 3000

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring at or above a level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 1: Vocabulary due to minimal opportunities for extended interactive vocabulary practice.

Plan to Monitor Progress Toward the Goal

will administer Formative Assessment: Sadlier Vocabulary for Success Lesson Assessments, Teacher made assessments, FCAT Explorer, Achieve 3000, Interim Assessment Data, and Focus assessment results. Summative Assessment: 2014 FCAT 2.0 Reading

Person or Persons Responsible

Teachers

Target Dates or Schedule:

During classroom instruction

Evidence of Completion:

Summative Assessment: Results of 2014 FCAT 2.0 Reading

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in Reading from 62% to 66%.

G1.B1 The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Teachers will provide a variety of instructional strategies and activities that include: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.

Action Step 1

Graphic organizers will be used to help students recognize patterns and summarize main points.

Person or Persons Responsible

Teacher

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

Facilitator:

Reading Coaches

Participants:

Teacher

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

The Reading Coaches along with administration will monitor the implementation of the identified strategies. Data from the Baseline and Interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and Reading Coaches

Target Dates or Schedule

during classroom walkthrough and/or data chats

Evidence of Completion

Reading Coach log Administrator checklist

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

The LLT and Reading Coaches

Target Dates or Schedule

after bi-weekly assessments and/or teacher made assessment

Evidence of Completion

Readjusted lesson plans

G1.B1.S2 Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Also, students will practice justifying their answers by going back to the text for support.

Action Step 1

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

Person or Persons Responsible

Students

Target Dates or Schedule

classroom instruction and/or home learning activities

Evidence of Completion

Student folders Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2

will monitor the implementation of identified strategies through classroom walkthroughs and data chats with teachers.

Person or Persons Responsible

The LLT along with administrator

Target Dates or Schedule

classroom walkthroughs and data chats with teachers.

Evidence of Completion

Administrator checklist Reading Coach log

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT

Target Dates or Schedule

during classroom walkthroughs and/or data chats

Evidence of Completion

Administrator checklists

G1.B2 There is also inconsistent use of higher order thinking questioning techniques by teachers.

G1.B2.S1 Coaches will build teacher capacity through professional development and modeling higher order questioning techniques in the classroom.

Action Step 1

Coaches will support teachers in the use of Webb's Depth of Knowledge and middle school benchmark accountability cards in the formation of lesson plans

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

during classroom walkthroughs

Evidence of Completion

Reading Coach Logs

Facilitator:

Reading Coaches

Participants:

Reading Coaches

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

will monitor the implementation of higher order questioning techniques through classroom walkthroughs and data chats with teachers.

Person or Persons Responsible

The LLT and Reading Coaches

Target Dates or Schedule

classroom walkthroughs

Evidence of Completion

Reading Coach log Administrator checklist

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

The LLT and Reading Coach

Target Dates or Schedule

after bi-weekly assessments and/or teacher made assessments

Evidence of Completion

Reading Coach Log Administrator checklist

G2. Our goal for the 2013-2014 school year is to increase the amount of students scoring at 3.5 or above from 38% to 44%.

G2.B1 There are no Creative Writing courses built into the schedule, therefore we will incorporate several strategies to reach students at this level. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Students will: • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Students will be given writing assignments on a weekly basis for which teachers should document corrective feedback which will also be placed in the student's folder.

Action Step 1

will be given writing assignments on a weekly basis for which teachers should document corrective feedback which will also be placed in the student's folder.

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Student folders

Action Step 2

Writing will also be implemented through the Saturday Academy.

Person or Persons Responsible

Students

Target Dates or Schedule

on Saturdays

Evidence of Completion

Attendance Log

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

The LLT along with administrators will monitor the implementation of identified strategies. The Reading Coach will provide additional support through pullouts and push-ins.

Person or Persons Responsible

The LLT along with administrators and Reading Coaches

Target Dates or Schedule

during classroom walkthrough and data chats

Evidence of Completion

Reading Coach log Administrator checklist

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and Reading Coaches

Target Dates or Schedule

after monthly assessments

Evidence of Completion

Readjusted lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Our goal for the 2013-2014 school year is to increase the amount of students who achieve Level 3 or higher in Reading from 43% to 56%.

G3.B1 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

G3.B1.S1 Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.

Action Step 1

Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, reading from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During classroom instruction

Evidence of Completion

Lesson plans Student work folders

Facilitator:

Reading Coaches

Participants:

Teachers

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

Will monitor the implementation of identified strategies through classroom walkthroughs and data chats with teachers.

Person or Persons Responsible

The Literacy Leadership Team and Reading Coaches

Target Dates or Schedule

during classroom walkthroughs

Evidence of Completion

Reading Coach Log Administrator checklist

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data reports from teacher made assessments will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

The Literacy Leadership Team and Reading Coaches

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Coach log Administrator checklist readjusted lesson plans

G3.B1.S2 Emphasis will be placed on determining the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

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

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Student work folders Lesson plans

Facilitator:

Reading Coaches

Participants:

Students

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

Following the FCIM model, interim and curriculum-based assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The Literacy Leadership Team and Reading Coaches

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Reading Coach logs Administrator checklist

Plan to Monitor Effectiveness of G3.B1.S2

will administer Formative Assessments – McDougal Littell Literature Series Quizzes/Tests, Focus and Interim Assessments,

Person or Persons Responsible

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0 Reading

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 The area of deficiency for Black, Hispanic, SWD and ED subgroups, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G3.B2.S2 Students will evaluate claims and arguments within grade level appropriate text in order to determine whether the information presented is valid and reliable.

Action Step 1

Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During class instruction

Evidence of Completion

Lesson plans Student work folders

Facilitator:

Reading Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S2

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

The Literacy Leadership Team and Reading Coaches

Target Dates or Schedule

During class walkthroughs and data chats

Evidence of Completion

Reading Coach log Administrator checklist

Plan to Monitor Effectiveness of G3.B2.S2

Following the FCIM model, interim and curriculum-based assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The Literacy Leadership Team and Reading Coaches

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Reading Coach log Administrator checklist readjusted lesson plans

G4. Our goal is to increase participation in Middle School Acceleration courses from 28% to 35%.

G4.B1 Students have not mastered the basic skills in mathematical fluency and computation in order to earn a Level 3 or higher on FCAT 2.0 in the 7th Grade.

G4.B1.S1 Collaborate with feeder elementary schools on best practices and provide students with summer enrichment activities in mathematics.

Action Step 1

will eliminate redundancies in order to streamline content and provide more focused instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans

Facilitator:

Mathematics Coach

Participants:

Teachers

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

The Leadership Team will review data and collaborate with feeder schools, and the Mathematics Coach will create materials for summer enrichment. The Mathematics Coach will provide Professional Development and support through the coaching continuum on the Mathematical Practices of the Common Core State Standards.

Person or Persons Responsible

The Leadership Team and Mathematics Coach

Target Dates or Schedule

during department meetings and/or teacher planning days

Evidence of Completion

Mathematics Coach log

Plan to Monitor Effectiveness of G4.B1.S1

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Mathematics Coach log Administrator checklist

G4.B1.S2 Students will be provided opportunities to make sense of problems and persevere in solving them and instructors will take advantage of learning opportunities and adjust instruction appropriately.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans Student work folders

Facilitator:

Mathematics Coach

Participants:

Teachers

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

The Leadership Team will review data and collaborate with feeder schools, and the Mathematics Coach will create materials for summer enrichment. The Mathematics Coach will provide Professional Development and support through the coaching continuum on the Mathematical Practices of the Common Core State Standards.

Person or Persons Responsible

The Leadership Team and Mathematics Coach

Target Dates or Schedule

during walkthroughs and/or data chats

Evidence of Completion

Mathematics Coach Log

Plan to Monitor Effectiveness of G4.B1.S2

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The Leadership Team and Mathematics Coach

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Mathematics Coach Administrator checklist

G5. Our goal for the 2013-2014 school year is to maintain the amount of students achieving Level 3 on the Algebra 1 EOC at 38%.

G5.B1 On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

G5.B1.S1 • Students will be provided the opportunity to make connections between ideas and new skills and be able to translate content graphically, numerically, algebraically and numerically.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans

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

The Mathematics Coach will provide instructors with Professional Development and support through the coaching continuum on the Common Core Standards Mathematical Practices and the integration to the curriculum, active learning strategies, and activating prior knowledge to make connections.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during department meetings and/or teacher planning days

Evidence of Completion

Mathematics Coach log

Plan to Monitor Effectiveness of G5.B1.S1

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Mathematics Coach log Administrator checklist

G5.B1.S2 • Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Action Step 1

Provide opportunities for students to construct arguments and critique arguments of peers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans

Facilitator:

Mathematics Coach

Participants:

Teacher

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

The Mathematics Coach will provide instructors with Professional Development and support through the coaching continuum on the Common Core Standards Mathematical Practices and the integration to the curriculum, active learning strategies, and activating prior knowledge to make connections.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during department meetings and/or teacher planning days

Evidence of Completion

Mathematics Coach log

Plan to Monitor Effectiveness of G5.B1.S2

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Mathematics Coach log Administrator checklist

G6. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate Mathematics proficiency from 34% to 55%.

G6.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at or above Level 3 were: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials The subgroups which include Black, Hispanic, ELL, SWD and ED did not make AMO. These subgroups need multiple opportunities to explore mathematical concepts and a problem-solving strategy to help breakdown word problems.

G6.B1.S1 Vocabulary lists of high frequency terms and concepts will be developed for each unit, instruction will utilize the Common Board Configuration to help focus instructional delivery, and students will increase their skills at translating between verbal, algebraic, numerical and graphical representation of mathematics to increase meaning and conceptual understanding of concepts.

Action Step 1

The Mathematics Coach will provide instructors with Professional Development on unit and lesson planning and identifying high frequency vocabulary utilizing the FCAT Item Specifications and Content Focus. The coaching continuum will be used to demonstrate research-based strategies on translating mathematical concepts in a variety of ways.

Person or Persons Responsible

The Mathematics Coach

Target Dates or Schedule

during department meetings, teacher planning days and early release.

Evidence of Completion

Math Coach Log

Facilitator:

Math Coach

Participants:

The Mathematics Coach

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

The Leadership Team will review data from assessments (topic and unit assessments, as well as Interim Assessments) to determine that progress is being made and to assist instructors in adjusting instruction. The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The LLT including the Math Coach

Target Dates or Schedule

classroom walkthroughs

Evidence of Completion

Math Coach log

Plan to Monitor Effectiveness of G6.B1.S1

The Leadership Team will review data from assessments (topic and unit assessments, as well as Interim Assessments) to determine that progress is being made and to assist instructors in adjusting instruction. The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The Leadership Team and administrative team

Target Dates or Schedule

class walkthroughs and data chats

Evidence of Completion

Math Coach Log Administrator checklist

G7. Our goal for the 2013-2014 school year is to maintain the amount of students who scored Levels 4-5 on the Algebra 1 EOC at 62%.

G7.B1 On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

G7.B1.S1 Provide opportunities for students to enhance and enrich their learning in their Algebra I class based on noted areas of strength as determined on standardized and teacher made tests.

Action Step 1

administer district interim assessment, ETO topic/unit assessment and pull the data from Thinkgate.

Person or Persons Responsible

classroom teacher

Target Dates or Schedule

throughout the school year

Evidence of Completion

student data via the benchmarks

Facilitator:

math coach

Participants:

math teachers

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

teacher and coach will review student data to determine best areas of enrichment

Person or Persons Responsible

teacher and coach

Target Dates or Schedule

monthly

Evidence of Completion

student work folder, teacher lesson plan book, grade book.

Plan to Monitor Effectiveness of G7.B1.S1

review relevant benchmarks and provide opportunities for student to enhance learning.

Person or Persons Responsible

teacher

Target Dates or Schedule

during class time instruction

Evidence of Completion

student work folders, teacher lesson planner and grade book

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Level 3 in Science from 15% to 20%.

G8.B1 Nature of Science is the weakest reporting category because, previously, it was only spiraled into the pacing guide in the form of secondary benchmarks. Due to time constraints, teachers would focused on the primary benchmark and forego explicitly teaching the secondary Nature of Science benchmarks.

G8.B1.S2 Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science (i.e., Science Fair, SECME, Fairchild Challenge).

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

Science Coach

Target Dates or Schedule

during Teacher planning days

Evidence of Completion

completed

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

Science Coach, Department Head, and Leadership Team will review lab reports and conclusions at grade level and department meetings

Person or Persons Responsible

Science Coach, Department Head, and Leadership Team

Target Dates or Schedule

during department meetings and/or classroom workthroughs

Evidence of Completion

Science Coach logs

Plan to Monitor Effectiveness of G8.B1.S2

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The LLT and Science Coach

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Science Coach Log

G9. Our goal for the 2013-2014 school year is to increase the amount of students in the lowest 25% achieving Learning Gains in Reading from 68% to 71%.

G9.B1 The area of deficiency for students scoring at or above a level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to the lack of exposure to expository text.

G9.B1.S1 •Teachers will provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

Action Step 2

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

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

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

The LLT along with the Reading Coaches will monitor and support the implementation of targeted teacher lead centers through the coaching cycles. Administration will monitor implementation through review of lesson plans and walkthroughs.

Person or Persons Responsible

The LLT along with the Reading Coaches

Target Dates or Schedule

during classroom walkthroughs and/or data chats

Evidence of Completion

Reading Coach log Administrator checklist

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

The LLT and Reading Coach

Target Dates or Schedule

after bi-weekly assessments and/or teacher made assessments

Evidence of Completion

Reading Coach log Readjusted lesson plans

G10. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 3 in Mathematics from 27% to 31%.

G10.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G10.B1.S1 Students need increased opportunities to communicate mathematical ideas in both verbal and written forms, as well as exploration of concepts through virtual and concrete manipulatives.

Action Step 1

Instruction will be differentiated and will provide students with enrichment opportunities to extend their learning through open-ended tasks that vary in cognitive complexity. Students will have more opportunities for discourse to communicate precisely, using clear definitions and viable arguments in defending their reasoning

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans Student work folders

Facilitator:

Mathematics Coach

Participants:

Students

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

The Mathematics Coach will provide instructors with Professional Development and support through the coaching continuum on the Common Core Standards for Mathematical Practices and connecting the standards in content through instruction, as well as the use of concrete and virtual manipulatives.

Person or Persons Responsible

The LLT and the Mathematics Coach

Target Dates or Schedule

during classroom walkthroughs

Evidence of Completion

Mathematics Coach Log Administrator Checklist

Plan to Monitor Effectiveness of G10.B1.S1

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The administrative team

Target Dates or Schedule

through walkthroughs and coaching logs.

Evidence of Completion

Mathematics Coach Log Administrator checklist

G11. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Levels 4-5 in Science from 8% to 10%.

G11.B1 Students are not aware of their own progress or level of mastery overall, or within specific reporting categories and benchmarks. Consequently, students are not invested in tracking their progress, individually, or a class.

G11.B1.S1 o Teachers should set goals for their students and classes, and make those goals public. Teachers should then track students' and classes' progress toward those goals, and explicitly show students how their progress is being tracked. The goal should be for every student to know which benchmarks they have mastered, and what in particular their level of mastery is for that particular benchmark.

Action Step 1

Coach will collaborate with teachers to design a tracking system to be used across the department and model what she has used while in the classroom to track students' data

Person or Persons Responsible

Science Coach

Target Dates or Schedule

during department meetings and/or teacher planning days

Evidence of Completion

Science Coach log

Facilitator:

Science Coach

Participants:

Science Coach

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

Science Coach, Department Head, and Leadership Team will review lab reports and conclusions at grade level and department meetings.

Person or Persons Responsible

Science Coach, Department Head, and Leadership Team

Target Dates or Schedule

during department meetings and/or teacher planning days

Evidence of Completion

Science Coach Log

Plan to Monitor Effectiveness of G11.B1.S1

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs

Person or Persons Responsible

The LLT and Science Coach

Target Dates or Schedule

during department meetings and/or data chats

Evidence of Completion

Science Coach log

G12. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate proficiency on the Listening/Speaking from 26% to 33%

G12.B1 There is inconsistent implementation of small group teacher lead centers that target students' listening and speaking skills. Additionally, Students have limited opportunity to listen and speak academic English outside the classroom.

G12.B1.S1 Incorporate goal setting and strategic use of data to drive instruction in order to diminish student listening and speaking deficiencies. Role-play, Teacher/Student/Modeling , Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans

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

The LLT along with the ESOL teacher will monitor and support the implementation of targeted teacher lead centers through the coaching cycles. Administration will monitor implementation through review of lesson plans and walkthroughs.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

classroom walkthroughs

Evidence of Completion

Lesson plans Administrator checklist

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and the ESOL teacher

Target Dates or Schedule

after quarterly assessments

Evidence of Completion

Readjusted lesson plans

G13. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 4-5 in Mathematics from 10% to 12%.

G13.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G13.B1.S1 Students need increased opportunities to communicate mathematical ideas in both verbal and written forms, as well as exploration of concepts through virtual and concrete manipulatives.

Action Step 1

Instruction will be differentiated and will provide students with enrichment opportunities to extend their learning through open-ended tasks that vary in cognitive complexity. Students will have more opportunities for discourse to communicate precisely, using clear definitions and viable arguments in defending their reasoning.

Person or Persons Responsible

Students/Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Student work folders

Facilitator:

Mathematics Coach

Participants:

Students/Teachers

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

The Mathematics Coach will provide instructors with Professional Development and support through the coaching continuum on the Common Core Standards for Mathematical Practices and connecting the standards in content through instruction, as well as the use of concrete and virtual manipulatives.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during department meetings and Teacher Planning Days

Evidence of Completion

Mathematics Coach Log Administrative checklist

Plan to Monitor Effectiveness of G13.B1.S1

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs and coaching logs.

Person or Persons Responsible

The administrative team

Target Dates or Schedule

through walkthroughs and data chats

Evidence of Completion

Math Coach log Administrative checklist

G14. Our goal for the 2013-2014 school year is to increase the amount of students scoring at Level 3 in Reading from 27% to 31%.

G14.B1 The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G14.B1.S1 Teachers will provide a variety of instructional strategies and activities that include: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.

Action Step 1

Graphic organizers will be used to help students recognize patterns and summarize main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during classroom instruction and for home learning

Evidence of Completion

Student folders Teacher lesson plans

Facilitator:

Reading Coaches

Participants:

Teachers

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

will monitor the implementation of identified strategies through classroom walkthroughs and data chats with teachers.

Person or Persons Responsible

The LLT along with administrators

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Administrator checklist that compares pacing guide with classroom instruction.

Plan to Monitor Effectiveness of G14.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and classroom instructor

Target Dates or Schedule

after bi-weekly assessments and/or teacher made assessments

Evidence of Completion

adjested lesson plans

G14.B1.S2 Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Action Step 1

Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Also, students will practice justifying their answers by going back to the text for support.

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction and home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

Facilitator:

Reading Coach

Participants:

Students

Plan to Monitor Fidelity of Implementation of G14.B1.S2

will monitor the implementation of identified strategies through classroom walkthroughs and data chats with teachers

Person or Persons Responsible

The LLT and administrators

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Administrator checklist which compares pacing guide with teacher instruction

Plan to Monitor Effectiveness of G14.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and Reading Coaches

Target Dates or Schedule

following bi-weekly assessments and/or teacher made assessments

Evidence of Completion

readjusted teacher lesson plans

G15. For the 2013-2014 school year, our school will: increase student attendance by decreasing the number of students who missed 10 percent or more of available instructional time from 13% to 12%.

G15.B1 Students' illnesses have affected excused absences and tardiness. These absences may have also attributed to students failing academic courses. .

G15.B1.S1 Provide orientation to students and their parents. Consult with teachers in order to provide appropriate academic advisement to students. Collaborate with administrators to implement a transition and an articulation plan.

Action Step 1

Review individual student records for counseling and conferencing purposes Help students and parents understand student records

Person or Persons Responsible

Guidance Counselor and Administrative team

Target Dates or Schedule

August - May

Evidence of Completion

Parent contact Log

Plan to Monitor Fidelity of Implementation of G15.B1.S1

will utilize the FCIM to monitor student progress

Person or Persons Responsible

The MTSS/RTI team and Guidance Counselors

Target Dates or Schedule

throughout school year

Evidence of Completion

Plan to Monitor Effectiveness of G15.B1.S1

will monitor for effectiveness

Person or Persons Responsible

MTSS/RTI team

Target Dates or Schedule

ongoing throughout school year

Evidence of Completion

Parent, Student and Teacher Conferences Grade Book Analysis Student Progress Report Parent Communication log

G15.B1.S2 Provide personal, social and academic individual/group counseling. Identify excessive tardiness and absenteeism

Action Step 1

Collaborate with administration to provide recommendations for appropriate and system measures that improve overall behavior and deter attendance in the SCSI and outdoor suspension Assist administrators with identifying and resolving student issues, needs and problems Counseling students with excessive tardiness and absenteeism

Person or Persons Responsible

The MTSS/RTI team and Guidance Counselors

Target Dates or Schedule

ongoing

Evidence of Completion

Guidance Counselor logs

Plan to Monitor Fidelity of Implementation of G15.B1.S2

will utilize the: Pupil Progress Plan FAB/ BIP Program Guide Trust Curriculum Middle School Move Transitional Curriculum COGNOS

Person or Persons Responsible

The MTSS/RTI team and Guidance Counselors

Target Dates or Schedule

throughout school year

Evidence of Completion

Administrative checklist Guidance Counselor log

Plan to Monitor Effectiveness of G15.B1.S2

will utilize: Parent, Student and Teacher Conferences Grade Book Analysis Student Progress Report

Person or Persons Responsible

The MTSS/RTI Team and Guidance Counselors

Target Dates or Schedule

monthly

Evidence of Completion

Parent Communication log

G16. Our goal for the 2013-2014 school year is to increase the amount of overall students making learning gains in mathematics from 50% to 55%.

G16.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G16.B1.S1 Students need to be provided the opportunity to make connections between ideas and new skills, know and understand their data while providing remediation opportunities, and increase fact fluency.

Action Step 1

will develop lessons utilizing the Gradual Release of Responsibility Model to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new material. Identify students in the lowest 25% to remediate deficiencies through differentiated instruction. Incorporate daily fact drills with dual attention on speed and accuracy to increase fact fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans Student work folders

Facilitator:

Mathematics Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G16.B1.S1

will provide instructors with Professional Development and support through the coaching continuum on the integrating the Gradual Release of Responsibility Model, differentiated instruction, analyzing and interpreting data to adjust instruction, and math fluency.

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

classroom walkthrough and data chats

Evidence of Completion

Mathematics Coach log Administrator checklist

Plan to Monitor Effectiveness of G16.B1.S1

The administrative team will monitor Professional Development and Coaching Support provided through walkthroughs, coaching logs, and review of data binders and chats (i.e. teachers and students, coaches and teachers, and with the administration).

Person or Persons Responsible

The LLT and Mathematics Coach

Target Dates or Schedule

during classroom walkthroughs and data chat

Evidence of Completion

Mathematics Coach log Administrator checklist

G17. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Reading portion of the CELLA from 26% to 33%.

G17.B1 There is inconsistent implementation of small group teacher lead centers that target students' reading deficiencies. Additionally, students have limited opportunity to read English outside of the classroom.

G17.B1.S1 • Teachers will activate students' prior knowledge and differentiate instruction when presenting new material and focus on key vocabulary, present vocabulary with Context Clues and utilize vocabulary improvement strategy as a mean to increase vocabulary development. Word walls, graphic organizers and word banks will be used in all the classrooms. • Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material.

Action Step 1

Through mini-PD sessions, reading coaches will build the conceptual knowledge of the teacher through an understanding of all applicable data points and its relation to small group and differentiated instruction

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

during department meetings

Evidence of Completion

Reading Coach

Facilitator:

Reading Coaches

Participants:

Reading Coaches

Plan to Monitor Fidelity of Implementation of G17.B1.S1

The LLT along with the ESOL teacher will monitor and support the implementation of targeted teacher lead centers through the coaching cycles. Administration will monitor implementation through review of lesson plans and walkthroughs.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

classroom walkthroughs.and data chats

Evidence of Completion

Reading Coach logs Administrator checklist

Plan to Monitor Effectiveness of G17.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and ESOL teacher

Target Dates or Schedule

Following monthly assessments

Evidence of Completion

Reading Coach logs Readjusted lesson plans

G18. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Writing portion of the CELLA from 9% to 18%.

G18.B1 There is inconsistent exposure to writing practice at the six and seventh grade levels.

G18.B1.S1 Teacher will provide differentiated writing instruction and opportunities to practice to increase proficiency in writing. Reading response journals will be kept by every Reading/Language Arts teacher. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Action Step 1

Dialogue journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms.

Person or Persons Responsible

Teachers/Students

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Lesson plans Student work folders

Plan to Monitor Fidelity of Implementation of G18.B1.S1

The LLT along with the ESOL teacher will monitor and support the implementation of targeted teacher lead centers through the coaching cycles. Administration will monitor implementation through review of lesson plans and walkthroughs.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

during classroom walkthroughs and data chats

Evidence of Completion

Administrator checklist

Plan to Monitor Effectiveness of G18.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT

Target Dates or Schedule

after monthly assessment

Evidence of Completion

readjusted lesson plans Reading Coach log

G19. Our goal for the 2013-2014 school year is to increase the amount of students achieving Levels 4-5 in Reading from 14% to 16%.

G19.B1 The area of deficiency for students scoring at or above a level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 1: Vocabulary due to minimal opportunities for extended interactive vocabulary practice.

G19.B1.S1 In order to increase vocabulary performance, Sadlier Vocabulary for Success will be utilized by Language Arts teachers during small group instruction.

Action Step 1

Students need opportunities to practice with roots, prefixes and suffixes. A school wide initiative of the "root/prefix/suffix of the week" will be implemented to promote an increase of vocabulary knowledge.

Person or Persons Responsible

Students

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

Facilitator:

Reading Coaches

Participants:

Students

Plan to Monitor Fidelity of Implementation of G19.B1.S1

will monitor the implementation of the identified strategies. Data from the Baseline and Interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the Reading Coaches

Target Dates or Schedule

during class walkthroughs and data chat

Evidence of Completion

Reading Coach log Administrator checklist

Plan to Monitor Effectiveness of G19.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT and classroom instructor

Target Dates or Schedule

after bi-weekly assessment and/or teacher made assessment

Evidence of Completion

Readjusted teacher lesson plans

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 after- school programs, Saturday Academy, or summer school. Staff professional development needs are required. The Reading Coaches develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Coaches identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as neglected and delinquent students. ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved MTSS/RtI model for middle schools.
Title I, Part D
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition to training to certify qualified mentors for the New Teacher (MINT) Program, training for add on endorsement programs, such as Reading, Gifted, ESOL, training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group, implementation and protocols.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Norland Middle School will utilize services that are provided through the district for education materials and ELL district support services to improve the quality of education of immigrant and English Language Learners.
Title X- Homeless
•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 to which they are entitled.

•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, which begin with the 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.

•Norland Middle School will utilize the District Homeless Social Worker to ensure resources (donated clothing and donated school supplies, social services referrals) are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Norland Middle School will utilize SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be utilized to provide Saturday Academy for Levels 1 and 2 students.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, middle school counselor, and TRUST specialist.

• Training and technical assistance for middle school teachers, administrators, counselors, TRUST specialist and Safe School Specialists is also a component of this program.

• TRUST Specialist focus on counseling students to solve problems related to drug and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

Norland Middle School complies with all district policies regarding Food and Nutrition Programs.

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Career and Technical Education

Norland Middle School's Visual and Performing Arts Magnet Program concentrates on careers and offers a post-secondary curriculum in the chosen discipline in order to recruit and maintain excellent students. In addition, Norland Middle through the vocational courses offered, prepares the students to participate in the Future Business Leaders of America State Leadership Competitions.

Job Training

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly. Other

Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Health Connect in Our Schools

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

• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

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

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

• HCiOS will assure all students receive health education.

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in Reading from 62% to 66%.

G1.B1 The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Teachers will provide a variety of instructional strategies and activities that include: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.

PD Opportunity 1

Graphic organizers will be used to help students recognize patterns and summarize main points.

Facilitator

Reading Coaches

Participants

Teacher

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

G1.B2 There is also inconsistent use of higher order thinking questioning techniques by teachers.

G1.B2.S1 Coaches will build teacher capacity through professional development and modeling higher order questioning techniques in the classroom.

PD Opportunity 1

Coaches will support teachers in the use of Webb's Depth of Knowledge and middle school benchmark accountability cards in the formation of lesson plans

Facilitator

Reading Coaches

Participants

Reading Coaches

Target Dates or Schedule

during classroom walkthroughs

Evidence of Completion

Reading Coach Logs

G3. Our goal for the 2013-2014 school year is to increase the amount of students who achieve Level 3 or higher in Reading from 43% to 56%.

G3.B1 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

G3.B1.S1 Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.

PD Opportunity 1

Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, reading from a wide variety of texts.

Facilitator

Reading Coaches

Participants

Teachers

Target Dates or Schedule

During classroom instruction

Evidence of Completion

Lesson plans Student work folders

G3.B1.S2 Emphasis will be placed on determining the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PD Opportunity 1

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

Facilitator

Reading Coaches

Participants

Students

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Student work folders Lesson plans

G3.B2 The area of deficiency for Black, Hispanic, SWD and ED subgroups, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G3.B2.S2 Students will evaluate claims and arguments within grade level appropriate text in order to determine whether the information presented is valid and reliable.

PD Opportunity 1

Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.

Facilitator

Reading Coaches

Participants

Teachers

Target Dates or Schedule

During class instruction

Evidence of Completion

Lesson plans Student work folders

G4. Our goal is to increase participation in Middle School Acceleration courses from 28% to 35%.

G4.B1 Students have not mastered the basic skills in mathematical fluency and computation in order to earn a Level 3 or higher on FCAT 2.0 in the 7th Grade.

G4.B1.S1 Collaborate with feeder elementary schools on best practices and provide students with summer enrichment activities in mathematics.

PD Opportunity 1

will eliminate redundancies in order to streamline content and provide more focused instruction.

Facilitator

Mathematics Coach

Participants

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans

G4.B1.S2 Students will be provided opportunities to make sense of problems and persevere in solving them and instructors will take advantage of learning opportunities and adjust instruction appropriately.

PD Opportunity 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency.

Facilitator

Mathematics Coach

Participants

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans Student work folders

G5. Our goal for the 2013-2014 school year is to maintain the amount of students achieving Level 3 on the Algebra 1 EOC at 38%.

G5.B1 On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

G5.B1.S2 • Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

PD Opportunity 1

Provide opportunities for students to construct arguments and critique arguments of peers.

Facilitator

Mathematics Coach

Participants

Teacher

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans

G6. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate Mathematics proficiency from 34% to 55%.

G6.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at or above Level 3 were: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials The subgroups which include Black, Hispanic, ELL, SWD and ED did not make AMO. These subgroups need multiple opportunities to explore mathematical concepts and a problem-solving strategy to help breakdown word problems.

G6.B1.S1 Vocabulary lists of high frequency terms and concepts will be developed for each unit, instruction will utilize the Common Board Configuration to help focus instructional delivery, and students will increase their skills at translating between verbal, algebraic, numerical and graphical representation of mathematics to increase meaning and conceptual understanding of concepts.

PD Opportunity 1

The Mathematics Coach will provide instructors with Professional Development on unit and lesson planning and identifying high frequency vocabulary utilizing the FCAT Item Specifications and Content Focus. The coaching continuum will be used to demonstrate research-based strategies on translating mathematical concepts in a variety of ways.

Facilitator

Math Coach

Participants

The Mathematics Coach

Target Dates or Schedule

during department meetings, teacher planning days and early release.

Evidence of Completion

Math Coach Log

G7. Our goal for the 2013-2014 school year is to maintain the amount of students who scored Levels 4-5 on the Algebra 1 EOC at 62%.

G7.B1 On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

G7.B1.S1 Provide opportunities for students to enhance and enrich their learning in their Algebra I class based on noted areas of strength as determined on standardized and teacher made tests.

PD Opportunity 1

administer district interim assessment, ETO topic/unit assessment and pull the data from Thinkgate.

Facilitator

math coach

Participants

math teachers

Target Dates or Schedule

throughout the school year

Evidence of Completion

student data via the benchmarks

G10. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 3 in Mathematics from 27% to 31%.

G10.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G10.B1.S1 Students need increased opportunities to communicate mathematical ideas in both verbal and written forms, as well as exploration of concepts through virtual and concrete manipulatives.

PD Opportunity 1

Instruction will be differentiated and will provide students with enrichment opportunities to extend their learning through open-ended tasks that vary in cognitive complexity. Students will have more opportunities for discourse to communicate precisely, using clear definitions and viable arguments in defending their reasoning

Facilitator

Mathematics Coach

Participants

Students

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans Student work folders

G11. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Levels 4-5 in Science from 8% to 10%.

G11.B1 Students are not aware of their own progress or level of mastery overall, or within specific reporting categories and benchmarks. Consequently, students are not invested in tracking their progress, individually, or a class.

G11.B1.S1 o Teachers should set goals for their students and classes, and make those goals public. Teachers should then track students' and classes' progress toward those goals, and explicitly show students how their progress is being tracked. The goal should be for every student to know which benchmarks they have mastered, and what in particular their level of mastery is for that particular benchmark.

PD Opportunity 1

Coach will collaborate with teachers to design a tracking system to be used across the department and model what she has used while in the classroom to track students' data

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

during department meetings and/or teacher planning days

Evidence of Completion

Science Coach log

G13. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 4-5 in Mathematics from 10% to 12%.

G13.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G13.B1.S1 Students need increased opportunities to communicate mathematical ideas in both verbal and written forms, as well as exploration of concepts through virtual and concrete manipulatives.

PD Opportunity 1

Instruction will be differentiated and will provide students with enrichment opportunities to extend their learning through open-ended tasks that vary in cognitive complexity. Students will have more opportunities for discourse to communicate precisely, using clear definitions and viable arguments in defending their reasoning.

Facilitator

Mathematics Coach

Participants

Students/Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Student work folders

G14. Our goal for the 2013-2014 school year is to increase the amount of students scoring at Level 3 in Reading from 27% to 31%.

G14.B1 The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G14.B1.S1 Teachers will provide a variety of instructional strategies and activities that include: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.

PD Opportunity 1

Graphic organizers will be used to help students recognize patterns and summarize main points.

Facilitator

Reading Coaches

Participants

Teachers

Target Dates or Schedule

during classroom instruction and for home learning

Evidence of Completion

Student folders Teacher lesson plans

G14.B1.S2 Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

PD Opportunity 1

Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Also, students will practice justifying their answers by going back to the text for support.

Facilitator

Reading Coach

Participants

Students

Target Dates or Schedule

during classroom instruction and home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

G16. Our goal for the 2013-2014 school year is to increase the amount of overall students making learning gains in mathematics from 50% to 55%.

G16.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G16.B1.S1 Students need to be provided the opportunity to make connections between ideas and new skills, know and understand their data while providing remediation opportunities, and increase fact fluency.

PD Opportunity 1

will develop lessons utilizing the Gradual Release of Responsibility Model to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new material. Identify students in the lowest 25% to remediate deficiencies through differentiated instruction. Incorporate daily fact drills with dual attention on speed and accuracy to increase fact fluency.

Facilitator

Mathematics Coach

Participants

Teachers

Target Dates or Schedule

during classroom instruction

Evidence of Completion

Lesson plans Student work folders

G17. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Reading portion of the CELLA from 26% to 33%.

G17.B1 There is inconsistent implementation of small group teacher lead centers that target students' reading deficiencies. Additionally, students have limited opportunity to read English outside of the classroom.

G17.B1.S1 • Teachers will activate students' prior knowledge and differentiate instruction when presenting new material and focus on key vocabulary, present vocabulary with Context Clues and utilize vocabulary improvement strategy as a mean to increase vocabulary development. Word walls, graphic organizers and word banks will be used in all the classrooms. • Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material.

PD Opportunity 1

Through mini-PD sessions, reading coaches will build the conceptual knowledge of the teacher through an understanding of all applicable data points and its relation to small group and differentiated instruction

Facilitator

Reading Coaches

Participants

Reading Coaches

Target Dates or Schedule

during department meetings

Evidence of Completion

Reading Coach

G19. Our goal for the 2013-2014 school year is to increase the amount of students achieving Levels 4-5 in Reading from 14% to 16%.

G19.B1 The area of deficiency for students scoring at or above a level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 1: Vocabulary due to minimal opportunities for extended interactive vocabulary practice.

G19.B1.S1 In order to increase vocabulary performance, Sadlier Vocabulary for Success will be utilized by Language Arts teachers during small group instruction.

PD Opportunity 1

Students need opportunities to practice with roots, prefixes and suffixes. A school wide initiative of the "root/prefix/suffix of the week" will be implemented to promote an increase of vocabulary knowledge.

Facilitator

Reading Coaches

Participants

Students

Target Dates or Schedule

during classroom instruction and/or home learning activities

Evidence of Completion

Student work folders Teacher lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in Reading from 62% to 66%.

G1.B1 The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Teachers will provide a variety of instructional strategies and activities that include: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.

Action Step 1

Graphic organizers will be used to help students recognize patterns and summarize main points.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 There is also inconsistent use of higher order thinking questioning techniques by teachers.

G1.B2.S1 Coaches will build teacher capacity through professional development and modeling higher order questioning techniques in the classroom.

Action Step 1

Coaches will support teachers in the use of Webb's Depth of Knowledge and middle school benchmark accountability cards in the formation of lesson plans

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Our goal for the 2013-2014 school year is to increase the amount of students who achieve Level 3 or higher in Reading from 43% to 56%.

G3.B1 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

G3.B1.S1 Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.

Action Step 1

Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, reading from a wide variety of texts.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B1.S2 Emphasis will be placed on determining the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B2 The area of deficiency for Black, Hispanic, SWD and ED subgroups, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G3.B2.S2 Students will evaluate claims and arguments within grade level appropriate text in order to determine whether the information presented is valid and reliable.

Action Step 1

Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Our goal is to increase participation in Middle School Acceleration courses from 28% to 35%.

G4.B1 Students have not mastered the basic skills in mathematical fluency and computation in order to earn a Level 3 or higher on FCAT 2.0 in the 7th Grade.

G4.B1.S1 Collaborate with feeder elementary schools on best practices and provide students with summer enrichment activities in mathematics.

Action Step 1

will eliminate redundancies in order to streamline content and provide more focused instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B1.S2 Students will be provided opportunities to make sense of problems and persevere in solving them and instructors will take advantage of learning opportunities and adjust instruction appropriately.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. Our goal for the 2013-2014 school year is to maintain the amount of students achieving Level 3 on the Algebra 1 EOC at 38%.

G5.B1 On the 2013 FCAT 2.0 Algebra EOC, the area of deficiency for students scoring at Achievement Level 3 Algebra in Reporting Category 2: Polynomials.

G5.B1.S2 • Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Action Step 1

Provide opportunities for students to construct arguments and critique arguments of peers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. Our goal for the 2013-2014 school year is to increase the amount of students who demonstrate Mathematics proficiency from 34% to 55%.

G6.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at or above Level 3 were: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials The subgroups which include Black, Hispanic, ELL, SWD and ED did not make AMO. These subgroups need multiple opportunities to explore mathematical concepts and a problem-solving strategy to help breakdown word problems.

G6.B1.S1 Vocabulary lists of high frequency terms and concepts will be developed for each unit, instruction will utilize the Common Board Configuration to help focus instructional delivery, and students will increase their skills at translating between verbal, algebraic, numerical and graphical representation of mathematics to increase meaning and conceptual understanding of concepts.

Action Step 1

The Mathematics Coach will provide instructors with Professional Development on unit and lesson planning and identifying high frequency vocabulary utilizing the FCAT Item Specifications and Content Focus. The coaching continuum will be used to demonstrate research-based strategies on translating mathematical concepts in a variety of ways.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 3 in Mathematics from 27% to 31%.

G10.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G10.B1.S1 Students need increased opportunities to communicate mathematical ideas in both verbal and written forms, as well as exploration of concepts through virtual and concrete manipulatives.

Action Step 1

Instruction will be differentiated and will provide students with enrichment opportunities to extend their learning through open-ended tasks that vary in cognitive complexity. Students will have more opportunities for discourse to communicate precisely, using clear definitions and viable arguments in defending their reasoning

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11. Our goal for the 2013-2014 school year is to increase the percentage of students who achieve Levels 4-5 in Science from 8% to 10%.

G11.B1 Students are not aware of their own progress or level of mastery overall, or within specific reporting categories and benchmarks. Consequently, students are not invested in tracking their progress, individually, or a class.

G11.B1.S1 o Teachers should set goals for their students and classes, and make those goals public. Teachers should then track students' and classes' progress toward those goals, and explicitly show students how their progress is being tracked. The goal should be for every student to know which benchmarks they have mastered, and what in particular their level of mastery is for that particular benchmark.

Action Step 1

Coach will collaborate with teachers to design a tracking system to be used across the department and model what she has used while in the classroom to track students' data

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13. Our goal for the 2013-2014 school year is to increase the amount of students achieving Level 4-5 in Mathematics from 10% to 12%.

G13.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G13.B1.S1 Students need increased opportunities to communicate mathematical ideas in both verbal and written forms, as well as exploration of concepts through virtual and concrete manipulatives.

Action Step 1

Instruction will be differentiated and will provide students with enrichment opportunities to extend their learning through open-ended tasks that vary in cognitive complexity. Students will have more opportunities for discourse to communicate precisely, using clear definitions and viable arguments in defending their reasoning.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G14. Our goal for the 2013-2014 school year is to increase the amount of students scoring at Level 3 in Reading from 27% to 31%.

G14.B1 The area of deficiency for students scoring a level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G14.B1.S1 Teachers will provide a variety of instructional strategies and activities that include: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.

Action Step 1

Graphic organizers will be used to help students recognize patterns and summarize main points.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G14.B1.S2 Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Action Step 1

Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Also, students will practice justifying their answers by going back to the text for support.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G16. Our goal for the 2013-2014 school year is to increase the amount of overall students making learning gains in mathematics from 50% to 55%.

G16.B1 On the 2013 FCAT 2.0, the area of deficiency for students scoring at Achievement Level 3: • 6th Grade in Reporting Category 3: Geometry and Measurement • 7th Grade in Reporting Category 3: Geometry and Measurement and Reporting Category 4: Statistics and Probability • 8th Grade in Reporting Category 3: Geometry and Measurement • Algebra in Reporting Category 2: Polynomials

G16.B1.S1 Students need to be provided the opportunity to make connections between ideas and new skills, know and understand their data while providing remediation opportunities, and increase fact fluency.

Action Step 1

will develop lessons utilizing the Gradual Release of Responsibility Model to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new material. Identify students in the lowest 25% to remediate deficiencies through differentiated instruction. Incorporate daily fact drills with dual attention on speed and accuracy to increase fact fluency.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G17. Our goal for the 2013-2014 school year is to increase the amount of students demonstrating proficiency on the Reading portion of the CELLA from 26% to 33%.

G17.B1 There is inconsistent implementation of small group teacher lead centers that target students' reading deficiencies. Additionally, students have limited opportunity to read English outside of the classroom.

G17.B1.S1 • Teachers will activate students' prior knowledge and differentiate instruction when presenting new material and focus on key vocabulary, present vocabulary with Context Clues and utilize vocabulary improvement strategy as a mean to increase vocabulary development. Word walls, graphic organizers and word banks will be used in all the classrooms. • Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material.

Action Step 1

Through mini-PD sessions, reading coaches will build the conceptual knowledge of the teacher through an understanding of all applicable data points and its relation to small group and differentiated instruction

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G19. Our goal for the 2013-2014 school year is to increase the amount of students achieving Levels 4-5 in Reading from 14% to 16%.

G19.B1 The area of deficiency for students scoring at or above a level 4, as noted on the 2013 FCAT 2.0 Reading administration was Reporting Category 1: Vocabulary due to minimal opportunities for extended interactive vocabulary practice.

G19.B1.S1 In order to increase vocabulary performance, Sadlier Vocabulary for Success will be utilized by Language Arts teachers during small group instruction.

Action Step 1

Students need opportunities to practice with roots, prefixes and suffixes. A school wide initiative of the "root/prefix/suffix of the week" will be implemented to promote an increase of vocabulary knowledge.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed