2013-2014 SCHOOL IMPROVEMENT PLAN

Arvida Middle School

10900 SW 127TH AVE
Miami, FL 33186
305-385-7144
http://arvida.dade.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	58%

Alternative/ESE Center	Charter School	Minority Rate
No	No	85%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Arvida Middle School

Principal
Nancy Aragon S

School Advisory Council chair
Juan Ramirez

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

Name	Title
Tonya Mckay	Assistant Principal
Shannon Gottardi	Assistant Principal
Katja Abousaleh	School Reading Specialist
Sally Roblin	Special Education Personnel
Maria Rodriguez	Science Department Chairperson
Alain Delrisco	Social Studies Department Chairperson
Mara Matz	Mathematics Department Chairperson
Hilda Oliva	Language Arts Department Chairperson
Judy Chin	ELL Support Person

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

1 principal, 1 alternate principal, 1 UTD, 5 teachers, 1 alternate teacher, 1 educational support employee, 1 alternate educational support employee, 8 parents, 1 alternate parent, 1 student, 1 alternate student and 1 business community representative
Nancy Aragon, Principal
Juan Ramirez, School Advisory Council Chairperson
Tonya Mckay, AP Alternate
Naomi Sims, Educational Support Employee

Judy Palmer, UTD
Josefa Alfonso, Teacher
Gus Jimenez, Teacher
Katja Abousaleh, Teacher
Jovany Corzo, Teacher
Nicole Howett, Alternate Teacher
Daysi Martin, Alternate Educational Support Employee
Ariana Tagloreti, Parent
Arlene Polo, Parent
Yadira Ruiz, Parent
John Reed, Parent
Viviiana Prodromides, Parent
Maria Conway, Parent
Beverly Tavakoly, Parent
Lialian Colon, Parent
Elizabeth Romaguera, Alternate Parent
Joseph Saleh, S
Serene Hozien, AS
Hans Taylor, BCR

Involvement of the SAC in the development of the SIP

The SAC along with the principal at Arvida Middle School is responsible for final decision making at the school on issues relating to the implemetation and status of the school improvement plan and its progress.

Activities of the SAC for the upcoming school year

The school improvement plan is continuously monitored throughout the school year. The school advisory committee reviews the school improvement plan on a monthly basis and makes necessary adjustments.

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

$1,600.00 Student incentives
$1,000.00 Flocabulary
$3,000.00 Tutoring Support
$1,100.00 FCAT/Common Core Workbooks

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

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

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

Administrators

of administrators
3

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

Administrator Information:

Nancy Aragon S

Principal	Years as Administrator: 18	Years at Current School: 10

Credentials	B.A. Business Education, FL International University M.S. Educational Leadership, FL International University
Performance Record	2013 – A Rdg. Proficiency, 75% Math Proficiency, 74% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 55 points 2012 – A Rdg. Proficiency, 73% Math Proficiency, 75% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 71points Math Imp. of Lowest 25% - 64 points 2011 - A Rdg. Proficiency, 82% Math Proficiency, 82% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 69 points

Tonya Mckay		
Asst Principal	Years as Administrator: 19	Years at Current School: 3

Credentials	B.A. Art Education, FL State University M.S. Educational Leadership, Nova Southeastern University
Performance Record	2013 – A Rdg. Proficiency, 75% Math Proficiency, 74% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 55 points 2012 – A Rdg. Proficiency, 73% Math Proficiency, 75% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 71points Math Imp. of Lowest 25% - 64 points 2011 - A Rdg. Proficiency, 73% Math Proficiency, 76% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 71points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 70 points

Shannon Gottardi		
Asst Principal	Years as Administrator: 12	Years at Current School: 1

Credentials	MG General Science Ed Leadership
Performance Record	2013 – pending Rdg. Proficiency, 36% Math Proficiency, 44% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 68points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 77 points 2012 – A Rdg. Proficiency, 74% Math Proficiency, 75% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 68 points 2011 - A Rdg. Proficiency, 74% Math Proficiency, 75% Rdg. Lrg. Gains, 45 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% - 57 points

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	[none selected]	
Credentials	N/A	
Performance Record		

Classroom Teachers

# of classroom teachers

61

 # receiving effective rating or higher
60, 98%

 # Highly Qualified Teachers
75%

 # certified in-field
61, 100%

 # ESOL endorsed
19, 31%

 # reading endorsed
5, 8%

 # with advanced degrees
29, 48%

 # National Board Certified
3, 5%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
4, 7%

 # with 6-14 years of experience
32, 52%

 # with 15 or more years of experience
24, 39%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

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

Teacher Recruitment and Retention Strategies

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

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

Arvida works closely with neighboring universities and accepts interns from these schools. It gives the school the opportunity to work with qualified teachers and possibly retain them, once they have

graduated. If an effective teacher is retained we provide quality professional development opportunities, so that new teachers gain access to knowledge that will provide positive experiences in the classroom. We also team them with a mentor teacher within their subject framework and a teacher outside of their subject to give the varying support from different perspectives. The administrators also have an open door policy in which all teachers are able to enter and ask for support when needed.

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

Teachers in need of mentoring are paired with two experienced teachers from within the building. One of those teachers being from within their department and a second from outside of the department to give the mentored teacher different perspectives. Monthly meetings take place where colleges are able to ask questions or discuss classroom best practices. The rationale is so that the department support can discuss curricular needs and best practices, and the second teacher is there to give a different perspective.

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

Response to Intervention (RtI) is a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.

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

MTSS /RtI is an extension of Arvida Middle 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, in building our team we have considered the following:
Principal will ensure commitment and allocate resources;
Department Heads who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading specialist, Katja Abousaleh
• Special education personnel, Sally Roblin
• School guidance counselor, Ronit Richman
• SPED Support / Guidance counselor, Janet Scheidt
• School psychologist, Melinda Engelman
• School social worker, Annette Vitieri
• Member of advisory group, Maria Conway

• Community stakeholders, Lillian Colon
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 subjects.
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.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

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

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

1.Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment
• PMRN
• Interim assessments through edusoft
• CELLA Testing
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance
• Referrals to special education programs

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

Ensure fidelity of educators' use of problem-solving process and implementation of evidence-based practices can be achieved by ensuring alignment through development of MTSS implementation plans.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,760

The Early Bird Program is implemented in the morning from 8:30 - 9:00. Students are targeted based of FCAT level, however every student is able to attend. Students are placed on Compass Learning which gives students a pre-test and then places them on a path based on the results of that test.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

After school tutoring is offered based on reading, mathematics and writing by grade level and exceptionality. Students are given this extended learning opportunity based on curriculum for specific days. Teachers base their lessons on discussed deficient areas in the classroom.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Nancy Aragon	Principal
Tonya Mckay	Assistant Principal
Maria Rodriguez	Science Department Chairperson
Hilda Oliva	Language Arts Department Chairperson
Mara Matz	Mathematics Department Chairperson
Alain Delrisco	Social Studies Department Chairperson
Katja Abousaleh	Reading Support Person
Kera Nottage	Reading Teacher
Juan Ramirez	Physical Education Teacher
Judy Chin	ELL Support Person

Name	Title
Eileen Broas	Science Teacher

How the school-based LLT functions

The purpose of the LLT of Arvida Middle School is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet monthly.

Major initiatives of the LLT

The LLT will cultivate the vision for increased school-wide literacy across all content areas.

Every Teacher Contributes to Reading Instruction

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

All teachers will use reading strategies in their lessons. The math teacher will teach reading through word problems, the social studies teacher will use graphic organizers and the social studies task cards; science teachers will teach reading through the scientific method. Through the FAIR, baseline and interim assessments, teachers will be able to monitor if there has been any progress among their students.

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

Arvida integrates technology into classroom instruction through the computer class. Students learn basic computer skills and software programs as well as support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information.

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

Before students exit their 7th grade year our counselors through the social studies classes have students participate in Florida Choices Planner/Career Cruiser. Through the Career Cruiser students explore career resources. It provides self-assessment activities to assist students in thinking about the relationship between personal interest and career goals.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	75%	No	79%
American Indian				
Asian	91%	79%	No	92%
Black/African American	49%	45%	No	54%
Hispanic	79%	76%	Yes	81%
White	83%	86%	Yes	85%
English language learners	52%	44%	Yes	57%
Students with disabilities	45%	34%	No	51%
Economically disadvantaged	72%	69%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	364	29%	33%
Students scoring at or above Achievement Level 4	565	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		74%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		74%

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)	35	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	48%	53%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	45%	51%

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	249	56%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	77%	74%	No	79%
American Indian				
Asian	100%	85%	No	100%
Black/African American	53%	37%	No	57%
Hispanic	79%	76%	No	81%
White	83%	83%	Yes	84%
English language learners	49%	51%	Yes	54%
Students with disabilities	47%	38%	No	52%
Economically disadvantaged	73%	67%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	360	33%	41%
Students scoring at or above Achievement Level 4	388	35%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		54%	59%
Middle school performance on high school EOC and industry certifications		100%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	74%	No	79%
American Indian				
Asian	100%	85%	No	100%
Black/African American	53%	37%	No	57%
Hispanic	79%	76%	No	81%
White	83%	83%	Yes	84%
English language learners	49%	51%	Yes	54%
Students with disabilities	47%	38%	No	52%
Economically disadvantaged	73%	67%	No	75%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		1%
Students scoring at or above Achievement Level 4	122	99%	99%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	39	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	27%	31%
Students scoring at or above Achievement Level 4	61	17%	19%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	34%	34%
Students scoring at or above Achievement Level 4	52	65%	65%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students		80%	81%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	121	100%	100%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	121	100%	100%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	226	16%	16%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	100%
Students taking CTE industry certification exams	0	0%	80%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

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	63	5%	4%
Students who fail a mathematics course	8	1%	1%
Students who fail an English Language Arts course	14	1%	1%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	162	13%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	97	8%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent participation plays a major part in the successes of Arvida Middle School. Our parents can be seen supporting the school in our main office answering phones, greeting visitors at our front door, assisting teachers in the classroom as well as supporting the school with extra curricular activities. We would like to continue to build upon the number of supporters through partnerships with our PTSA and community liason. We will offer parent participation opportunities such as FCAT Parent Night for the core subjects, annual open house, PTSA meetings, EESAC participation and fieldtrip opportunities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of PTSA members for the 203-2014 school year.	345	25%	27%

Goals Summary

G1.   The result of the 2013 FCAT 2.0 Reading Assessment indicates that 75% of students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 4 percentage points to 79%.

G2.   The result of the 2013 FCAT Writing Test indicates that 56% of students scored at level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or higher by four percentage points to 60%.

G3.   The results of the 2013 FCAT Mathematics Assessment indicates that 74% of the students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 5 percentage points to 79%.

G4.   For the 2013 school year the school had 100% performance on the high school EOC. Our goal for the 2013-2014 school year is to maintain EOC high school performance.

G5.   For the 2013 school year 45% the school had 45% participation in high school EOC. Our goal for the 2013-2014 school year is to increase EOC high school participation by 5 percentage points.

G6.   The results of the 2013 Algebra I End of Course Assessment indicates that 99% of students scored an achievement level of 4 or above leaving 1% scoring at achievement level 3. The goal for the 2013-2014 school year is to maintain those percentages.

G7.   The results of the 2013 Geometry End of Course Assessment indicates that 100% of students scored at an achievement level of 4 or 5. The goal for the 2013-2014 school year is to maintain the percentage at 100%.

G8.   The results of the 2013 FCAT Science Test indicates that 27% of students scored at proficiency level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring at level 3 proficiency by 4 percentage points to 31%.

G9.   The results of the 2013 Biology End of Course Assessment indicates that 99% of students scored at proficiencey. The goal for the 2013-2014 school year is to maintain that percentage.

G10.   Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.

G11.   To have 30 percent of students enrolled in a CTE course participate in the CTE industry crertification exam.

G12.   Our goal for the 2013-2014 school year is to have all 7th grade students participate in the 2013-2014 End of Course Exam.

G13. The 2013 school data for Early Warning Systems indicates that 1% of students failed an English Language Arts or mathematics course. Our goal is to maintain or decrease that percentage for the 2013-2014 school year.

G14. The 2013 school data for EWS indicates that 13% of students received two or more behavior referrals and 8% of students a behavior referral that lead to suspension. Our goal is to decrease those percentages by 1 percentage point.

G15. The school will demonstrate an increase of 1 percentage points in the number of parental and community contacts as evidenced by comparing the volunteer logs for the 2012-2013 to the 2013-2014 school year.

Goals Detail

G1. The result of the 2013 FCAT 2.0 Reading Assessment indicates that 75% of students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 4 percentage points to 79%.

Targets Supported

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

Resources Available to Support the Goal

- State adopted textbook

- Reading Plus

- Edusoft data reports

- Thinkgate data reports

- 6 Traits

- CRISS Strategies

- FAIR Assessment

- Level classroom libraries

- I Am Success Academy

- PMRN

- District Benchmark Exams

- CELLA

- Journeys

- 2013 FCAT Data Results

- NGSSS Resources

- Expedition

- District Pacing Guides

- arvida.dadeschools.net website

- Edmodo

Targeted Barriers to Achieving the Goal

- 29% of students scored at proficiency level 3 on the 2013 FCAT Reading Test, as well as 45% scoring at proficiency level 4 or 5. The area of deficiency as noted on the 2013 FCAT 2.0 administration for 6th, 7th, and 8th grade was reporting category 2 Reading Application. Overall the results showed that students need to improve upon the skills neccessary to successfully be able to apply effective reading strategies.

- 55% of African American and 66% of Students With Disabilities and 21% of Asian students demonstrated difficulty retaining and applying prior knowledge in text and are in need of remediation and intervention.

- 69% of economically disadvantaged students along with 71% of students making learning gains and students in the lowest 25% demonstrated proficiency on the 2013 Reading FCAT assessment. Some students lacked the prerequisite skills needed to successfully apply effective reading strategies.

- 44% of our ELL students did not score proficient in listening/speaking on the 2012-2013 CELLA. We feel this is due to the limited opportunities for students to listen and speak academic English outside of the classroom.

- 52% of ELL students did not score proficient in reading on the 2012-2013 CELLA. We feel this is due to the limited opportunities for students to read academic English outside of the classroom.

- 55% of ELL students did not score proficient in writing on the 2012-2013 CELLA. We feel this is due to the limited opportunities for students to write academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Review student assessment data, student work folders

Person or Persons Responsible
Administration

Target Dates or Schedule:
monthly

Evidence of Completion:
classroom walkthroughs, student and teacher assessment data reviews, interim assessment results

G2. The result of the 2013 FCAT Writing Test indicates that 56% of students scored at level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or higher by four percentage points to 60%.

Targets Supported
- Writing

Resources Available to Support the Goal
- District Language Arts Pacing Guides

- 2012 FCAT Writing Anchor Papers

- FCAT RUBRIC

- 6 Traits of Writing

- Interim Assessment Results

- Teacher Assessments

- NGSSS Data Results

- Writing and Literature textbook

- The Language of Literature

- On-Line Textbook-Literature

- Classzone

- Edmodo

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application. Students are having difficulty expressing the main idea, giving supporting details through elaboration and word choice.

Plan to Monitor Progress Toward the Goal

Review student writing samples, teacher lesson plans

Person or Persons Responsible
administration, department chairperson

Target Dates or Schedule:
monthly

Evidence of Completion:
Baseline Interim, Fall Interim, Winter Interim

G3. The results of the 2013 FCAT Mathematics Assessment indicates that 74% of the students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 5 percentage points to 79%.

Targets Supported

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

Resources Available to Support the Goal

- State Adopted textbook, Glencoe, Holt

- Compass Learning

- FCAT Explorer

- Edgenuity

- Edmodo

- District Pacing Guides

- arvida.dadeschools.net webpage

- classzone

- my.hrw.com website

- Carnegie Learning

- IPREP Math

Targeted Barriers to Achieving the Goal

- The area of deficeincy noted on the 6th grade 2013 Mathematics FCAT 2.0 was Reporting Category 1 Fractions, Ratios/Proportional Relationships and Statistics. We saw that 6th graders are entering the middle school with a lack of prerequsite skills and therefore are having a difficult time. The area of deficiency noted on the 7th grade 2013 Mathematics FCAT 2.0 was Reporting Category 3, Statistics and Probability. With the 7th grade students it was seen that they lacked the ability for higher order thinking skills. And, the area of deficiency noted of the 8th grade Mathematics FCAT 2.0 was Reporting Category 3, Geometry and measurement. These students had difficulty translating geometry and measurement and how it translated to the real word. The deficiencies seen accounted for 33% of our students scoring proficient at a level 3 on the 2013 Mathematics FCAT 2.0.

- The results of the 2013 Mathematics FCAT assessement indicates that 15% of Asian and 24% of Hispanic students did not score proficient. The students that did not score proficient lacked the prerequisite skills necessary to be successful.

- 63% of Students With Disabilities did not score proficient on the 2013 FCAT Mathematics Assessment. Grade level expectations are the same for SWD and sometimes thes students are performing at two or more years behind grade level.

- The results of the 2013 Mathematics FCAT assessment indicates that 37% of the Black subgroup and 67% of the ED subgroup scored proficient. A large number of these utilize the Miami-Dade County Public School transportation system which makes it difficult to target those students for before and afterschool tutoring activities.

- The results of the 2013 Mathematics FCAT indicated that 35% of students scored at proficiency achievement level 4 and 5. Part of the problen is that students did not able to take advantage of enrichment opportunities.

- The result of the 2013 Mathematics FCAT assessment indicates that 45% of students in the lowest 25% did not make learning gains. This can be attributed to students lacking the prerequistie skills to build upon knowledge to be successful on the grade level FCAT assessment.

- The results of the 2013 Mathematics FCAT indicated 30% of our students did not make learning gains. We feel that part of the problen is that students were not able to take advantage of remediation and enrichment opportunities.

Plan to Monitor Progress Toward the Goal

Review student data reports, interim assessment result reports, teacher assessment results

Person or Persons Responsible
Administration, Department Chairperson, Teacher

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative: Student assessment data, Interim Assessments Summative: Results of 2014 FCAT Mathematics Assessment 2.0

G4. For the 2013 school year the school had 100% performance on the high school EOC. Our goal for the 2013-2014 school year is to maintain EOC high school performance.

Targets Supported

Resources Available to Support the Goal
- Student Data

Targeted Barriers to Achieving the Goal
- Ensuring that the quality of students is present when placing students in the EOC classes.

Plan to Monitor Progress Toward the Goal

Review and discuss student data

Person or Persons Responsible
Administration, Department Chairperson

Target Dates or Schedule:
ongoing

Evidence of Completion:
Student Data results

G5. For the 2013 school year 45% the school had 45% participation in high school EOC. Our goal for the 2013-2014 school year is to increase EOC high school participation by 5 percentage points.

Targets Supported

Resources Available to Support the Goal
- Algebra and Geometry subject selection teacher reccomendation list
- Student math FCAT results
- EOC course foundation assessment test

Targeted Barriers to Achieving the Goal
- Students are currently placed in Algebra and Geometry based on teacher reccommendation which is subjective.

Plan to Monitor Progress Toward the Goal

Check and review the status of applications and candidates for EOC's

Person or Persons Responsible
Administration

Target Dates or Schedule:
Articulation time period

Evidence of Completion:
Timelines

G6. The results of the 2013 Algebra I End of Course Assessment indicates that 99% of students scored an achievement level of 4 or above leaving 1% scoring at achievement level 3. The goal for the 2013-2014 school year is to maintain those percentages.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- State adopted textbook
- Compass Learning
- Edgenuity
- District Pacing Guide
- NGSSS Resources
- Pearson Successnet.com
- Flocabulary

Targeted Barriers to Achieving the Goal
- Teachers maintaining the rigor of Algebra at the highschool level and meeting the needs of all students enrolled in the course with differing prerequisite skills.

Plan to Monitor Progress Toward the Goal

Review ongoing data

Person or Persons Responsible
Adminstration, Department Chairperson, Teacher

Target Dates or Schedule:
weekly

Evidence of Completion:
student classroom assessments, disrict interim results, 2014 Algebra EOC Results

G7. The results of the 2013 Geometry End of Course Assessment indicates that 100% of students scored at an achievement level of 4 or 5. The goal for the 2013-2014 school year is to maintain the percentage at 100%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- State adopted textbook
- Compass learning

Targeted Barriers to Achieving the Goal
- Teachers maintaining the rigor of Geometry in the middle school at the high school level and meeting the needs of all students enrolled in the course with differing prerequisite skills.

Plan to Monitor Progress Toward the Goal

Review lesson plans, pacing guides, student assessment data results

Person or Persons Responsible
administration, department chairperson

Target Dates or Schedule:
monthly

Evidence of Completion:
student assessment results

G8. The results of the 2013 FCAT Science Test indicates that 27% of students scored at proficiency level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring at level 3 proficiency by 4 percentage points to 31%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Textbook
- GIZMOS
- Discovery
- FCAT Explorer
- PBS
- District Pacing Guides
- NGSSS Resources
- District Science Website

Targeted Barriers to Achieving the Goal

- Classroom content taught was not aligned among grade level classes. There is a need to develop common assessments, classroom activities and assignments.

Plan to Monitor Progress Toward the Goal

Review notes from common planning meetings

Person or Persons Responsible
Administration, Science Department Chairperson

Target Dates or Schedule:
Weekly

Evidence of Completion:
Common planning logs with agenda and notes

G9. The results of the 2013 Biology End of Course Assessment indicates that 99% of students scored at proficiencey. The goal for the 2013-2014 school year is to maintain that percentage.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- State Adopted Textbook

- Gizmos

- Discovery

- PBS

- FCAT Explorer

- Fair Game Principle

Targeted Barriers to Achieving the Goal

- Students do not have the neccessary prerequisites for the rigorous highschool biology curriculum in the middle school.

Plan to Monitor Progress Toward the Goal

Monitor student assessments, and review student work

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student data reports, graded student work folders

G10. Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.

Targets Supported
- STEM
- STEM - All Levels
- EWS - Middle School

Resources Available to Support the Goal
- South Florida Regional Science Fair
- State adopted textbook
- Fairchild Challenge
- SECME
- Fairchild Challenge
- SECME

Targeted Barriers to Achieving the Goal
- We have limited evidence of the STEM experiences, activities and extra-curricular activites that took place during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Monitor that activities are taking place

Person or Persons Responsible
Adminsitration, Academy Leader

Target Dates or Schedule:
ongoing

Evidence of Completion:
Activities log

G11. To have 30 percent of students enrolled in a CTE course participate in the CTE industry crertification exam.

Targets Supported
- CTE

Resources Available to Support the Goal
- Microsft Programs
- Computers

Targeted Barriers to Achieving the Goal
- This is the CTE teachers first time preparing students to take the CTE certification exam.

Plan to Monitor Progress Toward the Goal

Review student test data

Person or Persons Responsible
Adminstration and CTE teacher

Target Dates or Schedule:
on-going

Evidence of Completion:
Student test results from pre-test and test data, Results from 2014 CTE certification exams

G12. Our goal for the 2013-2014 school year is to have all 7th grade students participate in the 2013-2014 End of Course Exam.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- District Pacing Guides
- Discovery
- State Adopted Textbook
- 6 Traits Writing Rubric
- Edmodo
- www.arvida.dadeschools.net (school website)

Targeted Barriers to Achieving the Goal
- This is the first year teachers are preparing student to take the Civics End of Course Exam.

Plan to Monitor Progress Toward the Goal

Monitor lesson plans, student assessment data results

Person or Persons Responsible
Adminstration, Department Chairperson

Target Dates or Schedule:
monthly

Evidence of Completion:
Lesson Plans, teachers assessment results, interim assessment reults, 2014 Civis EOC results

G13. The 2013 school data for Early Warning Systems indicates that 1% of students failed an English Language Arts or mathematics course. Our goal is to maintain or decrease that percentage for the 2013-2014 school year.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- List of students who failed an English language arts or mathematics course.
- RTI Plan
- Student Pererformance Indicator
- Instructional Planning System

Targeted Barriers to Achieving the Goal

- Students who fail one language arts or mathematics class are scheduled within two grade level language arts or mathematics course during the same school year which can cause frustration and become distracting.

Plan to Monitor Progress Toward the Goal

Review the list of identified students and their progress or deficiencies.

Person or Persons Responsible

Administration, counselors

Target Dates or Schedule:

monthly

Evidence of Completion:

referrals, meeting notes

G14. The 2013 school data for EWS indicates that 13% of students received two or more behavior referrals and 8% of students a behavior referral that lead to suspension. Our goal is to decrease those percentages by 1 percentage point.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Monthly referral report
- Functional Asssessment of Behavior Process
- TRUST counselor
- SCSI

Targeted Barriers to Achieving the Goal

- Students are expected to independently self-monitor, organize and be responsible for their own learning.

Plan to Monitor Progress Toward the Goal

Discuss student data

Person or Persons Responsible
Administration, RTI team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Decline in referrals

G15. The school will demonstrate an increase of 1 percentage points in the number of parental and community contacts as evidenced by comparing the volunteer logs for the 2012-2013 to the 2013-2014 school year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PTSA Newsletter
- PTSA Flyer
- EESAC Committee Communication
- Connect Ed
- Parent Academy

Targeted Barriers to Achieving the Goal
- Given the schoolwide emphasis on parental and community involvement we would like to see an increase in parents volunteers at the school, however due to parents work schedules they have been unable to participate.

Plan to Monitor Progress Toward the Goal

Review quarterly the number of parent volunteers that signing in on the volunteer logs.

Person or Persons Responsible
Administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
Volunteer logs review sheets

Action Plan for Improvement

Problem Solving Key

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

G1. The result of the 2013 FCAT 2.0 Reading Assessment indicates that 75% of students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 4 percentage points to 79%.

G1.B1 29% of students scored at proficiency level 3 on the 2013 FCAT Reading Test, as well as 45% scoring at proficiency level 4 or 5. The area of deficiency as noted on the 2013 FCAT 2.0 administration for 6th, 7th, and 8th grade was reporting category 2 Reading Application. Overall the results showed that students need to improve upon the skills neccessary to successfully be able to apply effective reading strategies.

G1.B1.S1 Increase literacy opportunities through all content areas by providing consistent opportunities for students to engage in rigorous reading and writing opportunities related to content.

Action Step 1

All content area teachers will utilize graphic organizers with students to help them see patterns that support the main idea, character development, and author's purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, student work folders

Action Step 2

Students will be given the opportunity to practice using and identifying details from the passage to determine main idea, plot and purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans with identified activities

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

Review lesson plans, classroom walkthroughs, classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

student data results, student work folders, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Review, student assessment results, student work folders, lesson plans

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student data results, interim results, 2014 FCAT Reading Results

G1.B2 55% of African American and 66% of Students With Disabilities and 21% of Asian students demonstrated difficulty retaining and applying prior knowledge in text and are in need of remediation and intervention.

G1.B2.S1 Utilize QAR, notetaking and summarization skills.

Action Step 1

Have students read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, student work folders

Action Step 2

Have students read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, student work folders

Action Step 3

Collect, evaluate, and summarize information using a variety of techniques from multiple sources (encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details, main idea(s)and details.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, student work folders, student assessment data

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

Review lesson plans, students work folders, student assessment results, student data reports

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

classroom observations, lesson plans, student work folders, student assessment data

Plan to Monitor Effectiveness of G1.B2.S1

Review student assessment data, student work folders, lesson plans

Person or Persons Responsible

Administration, Department Chairperson, teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student assessment data, interim results, 2014 FCAT Reading Results

G1.B3 69% of economically disadvantaged students along with 71% of students making learning gains and students in the lowest 25% demonstrated proficiency on the 2013 Reading FCAT assessment. Some students lacked the prerequisite skills needed to successfully apply effective reading strategies.

G1.B3.S1 Teachers will emphasize instruction through the use of concept maps which will help students build stronger arguments to support their answers.

Action Step 1

Have students practice locating and verifying details critically analyzing text and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, student work folders

Action Step 2

Utilize reciprocal teaching and encourage students to read from a variety of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

bi-weekly

Evidence of Completion

lesson plans, student work folders

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

lesson plans, student work folders, classroom lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, classroom observations, data chats

Plan to Monitor Effectiveness of G1.B3.S1

Review lesson plan objectives, student work folders, student assessment data

Person or Persons Responsible

Administration, Department chairperson, teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student assessment data, interin data, 2014 FCAT eading Results

G1.B4 44% of our ELL students did not score proficient in listening/speaking on the 2012-2013 CELLA. We feel this is due to the limited opportunities for students to listen and speak academic English outside of the classroom.

G1.B4.S1 Develop lessons promoting the gradual release of responsibility, scaffold instruction and infuse prior knowledge to ensure students connect previous understanding.

Action Step 1

Use expansion, paraphrases, and repetition to model proper use of language while providing support in listening.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, student work folders, student assessment data

Action Step 2

Focus on key vocabulary with context clues and utilize vocabulary improvement strategies as a mean to increase vocabulary development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, student work folders, student assessment data

Action Step 3

Teacher will utilize dialogue journals, graphic organizers, illustrating, labeling and spelling techniques in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student work folders, student assessment data

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

Review student assessment data and student work folders.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observations, teacher data chats, review of teacher lesson plans and student work folders

Plan to Monitor Effectiveness of G1.B4.S1

Review of student data

Person or Persons Responsible

Administration, teacher

Target Dates or Schedule

monthly

Evidence of Completion

student assessment data, interim assessment results, 2014 FCAT Reading Results

G1.B5 52% of ELL students did not score proficient in reading on the 2012-2013 CELLA. We feel this is due to the limited opportunities for students to read academic English outside of the classroom.

G1.B5.S1 The teacher will activate and/or building upon prior knowledge.

Action Step 1

Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers will be used before presenting a reading passage.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders, lesson plans

Action Step 2

Teachers will differentiate instruction to adapt instruction to student differences. Teachers will modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom lesson plans, classroom walkthroughs

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

Review student assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

teacher assessment data, interim assessment data, lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G1.B5.S1

Review student assessment data

Person or Persons Responsible

Administraton

Target Dates or Schedule

monthly

Evidence of Completion

student assessment data, interim assessment data, student data reports, 2013 FCAT Reading Results

G1.B6 55% of ELL students did not score proficient in writing on the 2012-2013 CELLA. We feel this is due to the limited opportunities for students to write academic English outside of the classroom.

G1.B6.S1 Teachers will have student produce written documents that can be scored on content or language components..

Action Step 1

Teachers will give students writing prompts to give students ideas that will motivate them into the process of writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

writing samples, writing rubrics, teacher lesson plans

Action Step 2

Teachers will have students write short summaries, constantly refining and reducing their written piece until only the most essential and relevant information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

writing samples, writing rubrics, teacher lesson plans

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

Review student writing scores

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

student writing folders, student writing scores from district writing test

Plan to Monitor Effectiveness of G1.B6.S1

Review student writing samples

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

student writing samples, student rubric scores

G2. The result of the 2013 FCAT Writing Test indicates that 56% of students scored at level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or higher by four percentage points to 60%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application. Students are having difficulty expressing the main idea, giving supporting details through elaboration and word choice.

G2.B1.S1 During writing instruction, students will practice utilizing a variety of graphic organizers, outlines and charts to create a plan of wrting that identifies their main idea and supporting details to help them organize their writing.

Action Step 1

Rubrics that address areas of need will be developed to help focus students attention and focus assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Examples of models and rubrics, Data on in class writing assessments showing progress, Copies of student writing samples with teacher comments

Action Step 2

Review student writing portfolios from writing samples that effectively reflect the writing process. Administer and score students monthly (district/schools) writing prompts to monitor progress and adjust focus as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples, rubric score sheets

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

Administration will have a monthly meeting with the language arts department to discuss the results of monthly writing activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agendas, meeting notes

Plan to Monitor Effectiveness of G2.B1.S1

Review monthly writing data results to determine focus for the school.

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

Utilize one of the monthly department chairperson meetings.

Evidence of Completion

2014 FCAT Result

G3. The results of the 2013 FCAT Mathematics Assessment indicates that 74% of the students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 5 percentage points to 79%.

G3.B1 The area of deficeincy noted on the 6th grade 2013 Mathematics FCAT 2.0 was Reporting Category 1 Fractions, Ratios/Proportional Relationships and Statistics. We saw that 6th graders are entering the middle school with a lack of prerequsite skills and therefore are having a difficult time. The area of deficiency noted on the 7th grade 2013 Mathematics FCAT 2.0 was Reporting Category 3, Statistics and Probability. With the 7th grade students it was seen that they lacked the ability for higher order thinking skills. And, the area of deficiency noted of the 8th grade Mathematics FCAT 2.0 was Reporting Category 3, Geometry and measurement. These students had difficulty translating geometry and measurement and how it translated to the real word. The deficiencies seen accounted for 33% of our students scoring proficient at a level 3 on the 2013 Mathematics FCAT 2.0.

G3.B1.S1 Provide students with opportunities to use multiple representaions to translate and model multi-step real world application.

Action Step 1

Provide students with opportunities to utilize problem solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding on mathematic concepts.

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student assessment data, interim assessment data

Action Step 2

Plan lessons that incorporate opportunities for students infusing real world application.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

During the creation of lesson plans

Evidence of Completion

Lesson Plans

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

Lesson plans will be reviewed and discussed

Person or Persons Responsible

Administration, Mathematics Department Chairperson

Target Dates or Schedule

Weekly department meetings

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Review Lesson Plan Review Student Data

Person or Persons Responsible

Administration, Department Chairperson, Teachers at Grade level Meetings

Target Dates or Schedule

During Grade Level Meetings Results of assessments

Evidence of Completion

Student assessment results Lesso Plans

G3.B2 The results of the 2013 Mathematics FCAT assessement indicates that 15% of Asian and 24% of Hispanic students did not score proficient. The students that did not score proficient lacked the prerequisite skills necessary to be successful.

G3.B2.S1 Develop lessons promoting the gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understanding to new understanding of mathematic concepts.

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understanding of lessons to new understanding of lessons.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing monthly

Evidence of Completion

Lesson plans, student assessment data, interim assessment data

Action Step 2

Develop lesson plans which incorporate scaffolding instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Incorporated monthly

Evidence of Completion

lesson plans, student assessment data

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

Administration will review lesson plans monthly to ensure scaffolding is incorporated.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Review student assessment data when scaffolding implemented.

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

incorporate monthly

Evidence of Completion

lesson plans, student data

G3.B3 63% of Students With Disabilities did not score proficient on the 2013 FCAT Mathematics Assessment. Grade level expectations are the same for SWD and sometimes thes students are performing at two or more years behind grade level.

G3.B3.S1 Identify SWD students who score below proficiency and use in-school intervention tutorial program to address the mathematics deficiencies as indicated by data reports.

Action Step 1

Provide students with opportunities to utilize problem solving strategies by implementing discovery based learning activities to develop meaning and conceptual understanding on mathematical concepts.

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Action Step 2

Review and utilize data to identify and place students for in-school intervention program.

Person or Persons Responsible

Administration

Target Dates or Schedule

September, October

Evidence of Completion

Student list for in-school intervention

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

Review lesson plans and process for beginning implementation for in-school intervention plan.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, intervention student list

Plan to Monitor Effectiveness of G3.B3.S1

Review data to ensure students are making progress

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

monthly

Evidence of Completion

Student data reports, interim benchmark exams, teacher assessment exams

G3.B4 The results of the 2013 Mathematics FCAT assessment indicates that 37% of the Black subgroup and 67% of the ED subgroup scored proficient. A large number of these utilize the Miami-Dade County Public School transportation system which makes it difficult to target those students for before and afterschool tutoring activities.

G3.B4.S1 Provide and incorporate a computer assisted instruction program resource to supplement instruction in the classroom.

Action Step 1

Utilize the computer program Edgenuity as a resource to support the mathematics pull out program.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

student data usage reports, school data reports

Action Step 2

Incorporate the computer program Compass learning as a weekly homework assignment assigned by mathematics teachers to address identified assessed deficient benchmarks.

Person or Persons Responsible

Administration, mathematics teacher

Target Dates or Schedule

weekly

Evidence of Completion

student data usage reports, school data reports

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

Review student usage and benchmark result data reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

student and school data reports

Plan to Monitor Effectiveness of G3.B4.S1

Review student data and usage reports, interim assessment data, teacher assessment data

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

weekly

Evidence of Completion

student data and school usage reports, interim assessment results, teacher assessment data

G3.B5 The results of the 2013 Mathematics FCAT indicated that 35% of students scored at proficiency achievement level 4 and 5. Part of the problem is that students did not able to take advantage of enrichment opportunities.

G3.B5.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems.

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity task with multiple solutions where students explain their thinking while working with different math concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher lesson plans, student assessment data, interim assessment data, 2014 FCAT Mathematics Results

Action Step 2

Plan lessons that incorporate opportunities for students to infuse real world applications through multi-step problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Present ongoing opportunities monthly

Evidence of Completion

lesson plans, student assessment data

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

Review teacher lesson plans and students assessment data ongoing.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

teacher lesson plans, student assessment data

Plan to Monitor Effectiveness of G3.B5.S1

Review teacher lesson plans and student assessment data.

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing monthly

Evidence of Completion

lesson plans, student assessment data, interim benchmark assessment data, 2014 FCAT
Mathematics Results

G3.B6 The result of the 2013 Mathematics FCAT assessment indicates that 45% of students in the lowest 25% did not make learning gains. This can be attributed to students lacking the prerequistie skills to build upon knowledge to be successful on the grade level FCAT assessment.

G3.B6.S1 Utilize student data to develop flexible student data groups based on student needs in order to provide students with interventions activities in the classroom.

Action Step 1

Identify and place students in an in-school intervention tutorial program to address the mathematic benchmark deficiencies as indicated by data reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

September, October

Evidence of Completion

Tutorial students list, tutorial resources, tutorial calendar of dates

Action Step 2

Create student groups based on student data to differentiate instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

list of student groups, student assessment data.

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

Administration will complete walkthroughs and review of teacher lesson plans and review student differentiated list.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

student assessment data, student work folders, lesson plans

Plan to Monitor Effectiveness of G3.B6.S1

Review student assessment data

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student assessment data, Interim assessment data

G3.B7 The results of the 2013 Mathematics FCAT indicated 30% of our students did not make learning gains. We feel that part of the problen is that students were not able to take advantage of remediation and enrichment opportunities.

G3.B7.S1 Provide students with enrichment opportunities that include high complexity tasks with multiple solutions for student.

Action Step 1

Teachers will provide students with opportunities that allow them to symbolically represent, solve, graph, interpret, analyze, or apply concepts in math.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders, student assessment data, interim assessment data

Action Step 2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student assessment data, student work folders

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

Review student data by subgroups

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

student assessment data, classroom walkthroughs

Plan to Monitor Effectiveness of G3.B7.S1

Review student assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

student assessment data, walkthroughs

G4. For the 2013 school year the school had 100% performance on the high school EOC. Our goal for the 2013-2014 school year is to maintain EOC high school performance.

G4.B1 Ensuring that the quality of students is present when placing students in the EOC classes.

G4.B1.S1 Ensure that students are presented with a rigorous curriculum and encourage and facilitate students to justify their conclusions, communicating, and reposponding to the arguments of others by asking useful and clarifying questions.

Action Step 1

Provide studetns with a rigorous curriculum.

Person or Persons Responsible

Administration, Department Chaipersons, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

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

Classroom Observation, Lesson Plan reviews

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

ongoing

Evidence of Completion

samples of lesson plans, Instrcutional Focus Calendars

Plan to Monitor Effectiveness of G4.B1.S1

Review of lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Student data

G5. For the 2013 school year 45% the school had 45% participation in high school EOC. Our goal for the 2013-2014 school year is to increase EOC high school participation by 5 percentage points.

G5.B1 Students are currently placed in Algebra and Geometry based on teacher reccommendation which is subjective.

G5.B1.S1 Utilize a Middle School acceleration criteria that includes academic grade, conduct grades, assessment transcript to include FCAT and a pre-requisite exam.

Action Step 1

Administration along with the math department create an acceleration criteria plan for math.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Articulation timeline

Evidence of Completion

Identified criteria for EOC courses

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

monitor the application process

Person or Persons Responsible

Administration

Target Dates or Schedule

Articulation period

Evidence of Completion

Reviewed Criteria along with applications

Plan to Monitor Effectiveness of G5.B1.S1

Monitor the numbers qualifying for EOC courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Articulation time

Evidence of Completion

Presentation review of data

G6. The results of the 2013 Algebra I End of Course Assessment indicates that 99% of students scored an achievement level of 4 or above leaving 1% scoring at achievement level 3. The goal for the 2013-2014 school year is to maintain those percentages.

G6.B1 Teachers maintaining the rigor of Algebra at the highschool level and meeting the needs of all students enrolled in the course with differing prerequisite skills.

G6.B1.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking.

Action Step 1

Provide practice in solving and graphing quadratic equations, both with and without technology that involves real world applications.

Person or Persons Responsible

Algebra teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

Action Step 2

Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Person or Persons Responsible

Algebra teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

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

Review teacher lesson plans, student work and onging student assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Student assessment data, lesson plans, student work

Plan to Monitor Effectiveness of G6.B1.S1

Review student assessment data

Person or Persons Responsible

Adminstration, Department Chairperson, Teacher

Target Dates or Schedule

weekly

Evidence of Completion

student assessment data

G7. The results of the 2013 Geometry End of Course Assessment indicates that 100% of students scored at an achievement level of 4 or 5. The goal for the 2013-2014 school year is to maintain the percentage at 100%.

G7.B1 Teachers maintaining the rigor of Geometry in the middle school at the high school level and meeting the needs of all students enrolled in the course with differing prerequisite skills.

G7.B1.S1 Support mathematical fluency and problem solving skills in situations involving segments, lines, angles, polygons, and circles by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Identify content standard weaknesses and adjust curriculum accordingly.

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

classroom assessments, interim assessments, lesson plans, adjusted pacing guides

Action Step 2

Differentiate instruction according to what the data reveals in both whole group and individual instructon.

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, student data, identified teacher groups

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

Review teacher lesson plans, student assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Classroom observations, review of lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G7.B1.S1

Review student assessment results

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

ongoing

Evidence of Completion

classroom assessments, interim results, 2014 Geometry EOC Results

G8. The results of the 2013 FCAT Science Test indicates that 27% of students scored at proficiency level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring at level 3 proficiency by 4 percentage points to 31%.

G8.B1 Classroom content taught was not aligned among grade level classes. There is a need to develop common assessments, classroom activities and assignments.

G8.B1.S1 Develop professional learning communities of Science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning.

Action Step 1

Incorporate grade appropriate Next Generation Sunshine State Standards for science in daily lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans

Action Step 2

Plan collaboratively using the District Pacing Guide

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Common Planning evidence pieces.

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

Ensure common planning is taking place.

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

ongoing

Evidence of Completion

Common planning artifacts

Plan to Monitor Effectiveness of G8.B1.S1

Looking at and reviewing evidence from the meetings

Person or Persons Responsible

Administration and science department

Target Dates or Schedule

ongoing

Evidence of Completion

artifacts

G9. The results of the 2013 Biology End of Course Assessment indicates that 99% of students scored at proficiencey. The goal for the 2013-2014 school year is to maintain that percentage.

G9.B1 Students do not have the neccessary prerequisites for the rigorous highschool biology curriculum in the middle school.

G9.B1.S1 Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding in order to maintain students scoring at achievement level 3 and above.

Action Step 1

Analyze data from benchmark assessments to determine if there is a need to modify instructional practices.

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Review of student assessment data reports to assure growth

Action Step 2

Ensure lessons are rigorous and taught at the high school level and incorporate high order questioning strategies.

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

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

Monitor curriculum in the biology classroom

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observations and walkthroughs

Plan to Monitor Effectiveness of G9.B1.S1

Monitor class and district assessments

Person or Persons Responsible

Administration, Department Chairperson, Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student data reports

G10. Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.

G10.B1 We have limited evidence of the STEM experiences, activities and extra-curricular activites that took place during the 2012-2013 school year.

G10.B1.S1 Increase the number of STEM activities available to students, through the offering of fieldtrips and afterschool STEM activities.

Action Step 1

Establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Person or Persons Responsible

Adminstration and Science Team

Target Dates or Schedule

ongoing

Evidence of Completion

List of science activities students participate in.

Action Step 2

Establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Person or Persons Responsible

Adminstration and Science Team

Target Dates or Schedule

ongoing

Evidence of Completion

List of science activities students participate in.

Action Step 3

Establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Person or Persons Responsible

Adminstration and Science Team

Target Dates or Schedule

ongoing

Evidence of Completion

List of science activities students participate in.

Action Step 4

Provide and advertise engaging afterschool extra-curricular STEM activity opportunities.

Person or Persons Responsible

Administration and Science Team

Target Dates or Schedule

on-going

Evidence of Completion

activity rosters

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

Check that STEM opportunities are taking place.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Activity log

Plan to Monitor Effectiveness of G10.B1.S1

Survey to see if activities were engaging and educational

Person or Persons Responsible

Administration, Academy Leader

Target Dates or Schedule

ongoing

Evidence of Completion

Surveys

G11. To have 30 percent of students enrolled in a CTE course participate in the CTE industry crertification exam.

G11.B1 This is the CTE teachers first time preparing students to take the CTE certification exam.

G11.B1.S1 Prepare and test students for industry certifications trough registered coourse.

Action Step 1

CTE teacher will set up after school tutoring for CTE students for industry certification preparation.

Person or Persons Responsible

CTE Teacher, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring schedule, tutoring sign-in logs

Action Step 2

CTE teacher will implement baseline, practice exams or monitoring activities throughout instruction.

Person or Persons Responsible

CTE teacher, Administration

Target Dates or Schedule

monthly

Evidence of Completion

Exam results, Exam results showing progress or suggestions on individual gaols when showing deficient.

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

Review student progress reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

copies of students results with date of review and suggestions.

Plan to Monitor Effectiveness of G11.B1.S1

Adminstrators will monitor the effective implementation of lessons and timely instruction in the CTE classroom.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

ongoing

Evidence of Completion

Reports from industry certification testing.

G12. Our goal for the 2013-2014 school year is to have all 7th grade students participate in the 2013-2014 End of Course Exam.

G12.B1 This is the first year teachers are preparing student to take the Civics End of Course Exam.

G12.B1.S1 Create learning experiences that connect the study of cultures with the legal foundations of citizens' rights and responsibilities as practiced in the United States and in other countries.

Action Step 1

Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced s as to address all State and District Benchmarks and curricular requirements.

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

weekly

Evidence of Completion

Common Planning Agenda's and Notes

Action Step 2

Have students analyze the impact of participation in a local, state, national, or global community activity. Identify community goals, resources, and systems of support available to individuals and families.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly lessons

Evidence of Completion

Lesson Plans, student assessments

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

Visit common planning activities and participate in discussions. Review lesson plans, and students assessment results. Review interim assessment results.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Review with department chairperson notes from weekly meetings. Lesson plans, assessment results.

Plan to Monitor Effectiveness of G12.B1.S1

Reviewing common planning evidence, discuss student data

Person or Persons Responsible

Administration, Department Chairperson

Target Dates or Schedule

monthly

Evidence of Completion

Common Planning evidence, Student data reports, Meeting agenda Meeting notes, Student assessment results, Results of the 2013-2014 Civics EOC

G13. The 2013 school data for Early Warning Systems indicates that 1% of students failed an English Language Arts or mathematics course. Our goal is to maintain or decrease that percentage for the 2013-2014 school year.

G13.B1 Students who fail one language arts or mathematics class are scheduled within two grade level language arts or mathematics course during the same school year which can cause frustration and become distracting.

G13.B1.S1 Create RTI plan and place students in a mandatory couseling program along with a administrative mentor.

Action Step 1

Meet with the students biweekly to address and discuss grades, academics and organizational skills.

Person or Persons Responsible

Administration and counselors

Target Dates or Schedule

bi-weekly

Evidence of Completion

referral codes, student grades

Action Step 2

Identify, meet and create a success plan for identified students.

Person or Persons Responsible

Adminstration, RTI Team, Counselors

Target Dates or Schedule

Beginning in September

Evidence of Completion

referral action codes, student grades, success plan

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

Ensure the monitoring of students

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

referral codes, notes from meetings

Plan to Monitor Effectiveness of G13.B1.S1

Review progress of identified students

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grades, attendance, referral actions

G14. The 2013 school data for EWS indicates that 13% of students received two or more behavior referrals and 8% of students a behavior referral that lead to suspension. Our goal is to decrease those percentages by 1 percentage point.

G14.B1 Students are expected to independently self-monitor, organize and be responsible for their own learning.

G14.B1.S1 Create a school wide alternative to suspension plan and discuss with faculty effective disipline plans for the classroom.

Action Step 1

Share best practices of successful classroom discipline plans.

Person or Persons Responsible

Faculty along with administration

Target Dates or Schedule

Annually

Evidence of Completion

Meeting notes, faculty meeting sign-in sheets

Action Step 2

Create an schoolwide alternative to suspension plan to be shared with stakeholders.

Person or Persons Responsible

Administration

Target Dates or Schedule

September

Evidence of Completion

Alternative to Supension Plan

Facilitator:

Administrator

Participants:

Administration, faculty and staff which includes security

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

Present effective discipline Plans and Alternative to Suspension Plan to faculty.

Person or Persons Responsible

Administration

Target Dates or Schedule

October

Evidence of Completion

Discipline Plans Alternative to Suspension Plan Faculty meeting signature sheets

Plan to Monitor Effectiveness of G14.B1.S1

Adminstration, RTI Team and counselors will meet monthly to discuss the progress of the students

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting notes

G15. The school will demonstrate an increase of 1 percentage points in the number of parental and community contacts as evidenced by comparing the volunteer logs for the 2012-2013 to the 2013-2014 school year.

G15.B1 Given the schoolwide emphasis on parental and community involvement we would like to see an increase in parents volunteers at the school, however due to parents work schedules they have been unable to participate.

G15.B1.S1 PTSA will advertise the positive activities and opportunities that they create around the school in that are in need of parental support.

Action Step 1

Use the Connect Ed system to communicate opportunities for parents to come and support the school and its students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Connect Ed messages

Action Step 2

Create newsletters and flyers sharing opportunities for parents to participate within the school.

Person or Persons Responsible

PTSA and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Newsletters, Flyers

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

Review sign-in sheets/logs to determine the number of parents volunteering for school and/or community events.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

sign-in sheets/logs

Plan to Monitor Effectiveness of G15.B1.S1

Survey parents as to the opportunities offered.

Person or Persons Responsible

PTSA, Administration

Target Dates or Schedule

annually

Evidence of Completion

survey results

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.

G14. The 2013 school data for EWS indicates that 13% of students received two or more behavior referrals and 8% of students a behavior referral that lead to suspension. Our goal is to decrease those percentages by 1 percentage point.

G14.B1 Students are expected to independently self-monitor, organize and be responsible for their own learning.

G14.B1.S1 Create a school wide alternative to suspension plan and discuss with faculty effective disipline plans for the classroom.

PD Opportunity 1

Create an schoolwide alternative to suspension plan to be shared with stakeholders.

Facilitator

Administrator

Participants

Administration, faculty and staff which includes security

Target Dates or Schedule

September

Evidence of Completion

Alternative to Supension Plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The results of the 2013 FCAT Mathematics Assessment indicates that 74% of the students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 5 percentage points to 79%.	$4,000
	Total	$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Total
EESAC	$1,000	$0	$1,000
ESSAC, principal funding	$0	$3,000	$3,000
Total	$1,000	$3,000	$4,000

Budget Details

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

G3. The results of the 2013 FCAT Mathematics Assessment indicates that 74% of the students scored proficient. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient by 5 percentage points to 79%.

G3.B3 63% of Students With Disabilities did not score proficient on the 2013 FCAT Mathematics Assessment. Grade level expectations are the same for SWD and sometimes thes students are performing at two or more years behind grade level.

G3.B3.S1 Identify SWD students who score below proficiency and use in-school intervention tutorial program to address the mathematics deficiencies as indicated by data reports.

Action Step 1

Provide students with opportunities to utilize problem solving strategies by implementing discovery based learning activities to develop meaning and conceptual understanding on mathematical concepts.

Resource Type

Technology

Resource

Teacher resource for all content area classrooms

Funding Source

EESAC

Amount Needed

$1,000

G3.B6 The result of the 2013 Mathematics FCAT assessment indicates that 45% of students in the lowest 25% did not make learning gains. This can be attributed to students lacking the prerequistie skills to build upon knowledge to be successful on the grade level FCAT assessment.

G3.B6.S1 Utilize student data to develop flexible student data groups based on student needs in order to provide students with interventions activities in the classroom.

Action Step 1

Identify and place students in an in-school intervention tutorial program to address the mathematic benchmark deficiencies as indicated by data reports.

Resource Type

Personnel

Resource

Teacher/ interventionist salary

Funding Source

ESSAC, principal funding

Amount Needed

$3,000