# 2013-2014 SCHOOL IMPROVEMENT PLAN

## West Miami Middle School

7525 SW 24TH ST

Miami, FL 33155

305-261-8383

http://wmms.dade.k12.fl.us/

## School Demographics

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

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

## School Grades History

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

## SIP Authority and Template

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

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

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

## Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2013-14 DA Category and Statuses

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

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

# Current School Status

## School Information

### School-Level Information

**School**
West Miami Middle School

**Principal**
Katyna D. Lopez-Martin

**School Advisory Council chair**
Mabel Abascal

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

| Name | Title |
| --- | --- |
| Lyda Aparicio | Social Studies Department Chair |
| Enzo Caserta | ESOL Department Chair |
| Peter Cedeno | Assistant Principal |
| Daniel Gonzalez | Reading Department Chair |
| Mignon Griffith | Mathematics Department Chair |
| Lillian Helbig | Student Services Department Chair |
| Mary Keets-Jay | Assistant Principal |
| Katyna Martin | Principal |
| Elizabeth Mooney | Science Department Chair |
| Martinarose Riddick | Reading Coach |
| Vivian Rodriguez | Electives Department Chair |
| Michelle Sanchez | Language Arts Department Chair |
| Neida Vidal | Gifted Department Chair |
| Cristina Vital | SPED Department Chair |

### District-Level Information

**District**
Dade

**Superintendent**
Mr. Alberto M Carvalho

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

## School Advisory Council (SAC)

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

### Membership of the SAC

The majority of West Miami Middle School EESAC members are not employed by the school district. The EESAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The membership includes: Principal -1, UTD steward -1, teachers-5 (1-alternate), parents – 5(1-alternate), student – 1, educational support – 1, business/community representatives - 1

### Involvement of the SAC in the development of the SIP

The members of West Miami Middle School EESAC are actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

### Activities of the SAC for the upcoming school year

The purpose of West Miami Middle School Educational Excellence School Advisory Council is to work together to ensure improved student achievement. One of the ways the council will achieve this is preparing, monitoring and evaluating the School Improvement Plan. The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The EESAC meets regularly (the third Tuesday of every month) to review and revise the School Improvement Plan. The EESAC develops the strategies and activities to be included in the School Improvement Plan and has been involved in determining the financial implications of said strategies and making pertinent decisions after taking into consideration the funding available.

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

The projected use of EESAC funding:
• Parent and student incentive/awards
• Team activities

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

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

N/A

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

### Administrators

**# of administrators**
3

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

**Administrator Information:**

| Katyna D. Lopez-Martin | | |
|---|---|---|
| Principal | Years as Administrator: 9 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Varying Exceptionalities, ESOL, Educational Leadership |
| **Performance Record** | 2013 – School Grade - D<br>Rdg. Proficiency, 42%<br>Math Proficiency, 40%<br>Rdg. Lrg. Gains, 66 points<br>Math Lrg. Gains, 40 points<br>Rdg. Imp. of Lowest 25% -<br>67 points<br>Math Imp. of Lowest 25% -<br>75 points<br>Rdg. AMO – 54<br>Math AMO– 52<br>2012 – Use the same format from 2013- School Grade - A<br>Rdg. Proficiency, 77%<br>Math Proficiency, 78%<br>Rdg. Lrg. Gains, 75 points<br>Math Lrg. Gains, 80 points<br>Rdg. Imp. of Lowest 25% - 68<br>points<br>Math Imp. of Lowest 25% -<br>70 points<br>Rdg. AMO – 50<br>Math AMO– 45<br>2011 and prior use original format. School Grade -A<br>Rdg. Proficiency, 83 %<br>Math Proficiency, 83%<br>Rdg. Lrg. Gains, 71 points<br>Math Lrg. Gains, 76 points<br>Rdg. Imp. of Lowest 25% -<br>71 points<br>Math Imp. of Lowest 25% -<br>69 points<br>Rdg. AMO – 50<br>Math AMO– 47<br>2010 and prior use original format. School Grade - A<br>Rdg. Proficiency, 84%<br>Math Proficiency, 84%<br>Rdg. Lrg. Gains, 72 points<br>Math Lrg. Gains, 81 points<br>Rdg. Imp. of Lowest 25% -<br>71 points<br>Math Imp. of Lowest 25% -<br>71 points<br>Rdg. AMO – 45<br>Math AMO– 42<br>2009 and prior use original format. School Grade - A<br>Rdg. Proficiency, 80% |

Math Proficiency, 81%
Rdg. Lrg. Gains, 70 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25% -
72 points
Math Imp. of Lowest 25% -
69 points
Rdg. AMO –
Math AMO–

| Pedro Cedeno | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 5 | Years at Current School: 5 |

| | |
| --- | --- |
| **Credentials** | Bachelor of Science – Social Studies Education, Florida International University Master of Science – Educational Leadership, Nova Southeastern University Certifications/Endorsements: Social Science, Educational Leadership |
| **Performance Record** | 2013 – School Grade - D Rdg. Proficiency, 42% Math Proficiency, 40% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 40 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 75 points Rdg. AMO – 54 Math AMO– 52 2012 – Use the same format from 2013- School Grade - C Rdg. Proficiency, 41% Math Proficiency, 42% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –50 Math AMO– 45 2011 and prior use original format. School Grade - B Rdg. Proficiency, 61% Math Proficiency, 57% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 74 points Rdg. AMO – 50 Math AMO– 47 2010 and prior use original format. School Grade - B Rdg. Proficiency, 59% Math Proficiency, 57% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 66 points |

Rdg. Imp. of Lowest 25% -
71 points
Math Imp. of Lowest 25% -
67 points
Rdg. AMO – 45
Math AMO– 42
2009 and prior use original format. School Grade - A
Rdg. Proficiency, 73%
Math Proficiency, 78%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 80 points
Rdg. Imp. of Lowest 25% -
76 points
Math Imp. of Lowest 25% -
88 points
Rdg. AMO –
Math AMO–

| Mary Keets-Jay | | |
|---|---|---|
| Asst Principal | Years as Administrator: 13 | Years at Current School: 5 |

| | |
|---|---|
| **Credentials** | Bachelor of Science – Special Education, Coppin State University<br>Master of Science – General Education, University of Colorado<br>Master of Science – Educational Leadership, Johns Hopkins University<br>Certifications/Endorsements: Exceptional Student Education (K-12), Educational Leadership |
| **Performance Record** | 2013 – School Grade -D<br>Rdg. Proficiency, 42%<br>Math Proficiency, 40%<br>Rdg. Lrg. Gains, 66 points<br>Math Lrg. Gains, 40 points<br>Rdg. Imp. of Lowest 25% - 67 points<br>Math Imp. of Lowest 25% - 75 points<br>Rdg. AMO –54<br>Math AMO–52<br>2012 – Use the same format from 2013- School Grade -C<br>Rdg. Proficiency, 41%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains, 65 points<br>Rdg. Imp. of Lowest 25% - 73 points<br>Math Imp. of Lowest 25% - 68 points<br>Rdg. AMO –50<br>Math AMO–45<br>2011 and prior use original format. School Grade - B<br>Rdg. Proficiency, 61%<br>Math Proficiency, 57%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% - 74 points<br>Math Imp. of Lowest 25% - 74 points<br>Rdg. AMO – 50<br>Math AMO– 47<br>2010 and prior use original format. School Grade - B |

Rdg. Proficiency, 59%
Math Proficiency, 57%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% -
71 points
Math Imp. of Lowest 25% -
67 points
Rdg. AMO – 45
Math AMO– 42
2009 and prior use original format. School Grade - A
Rdg. Proficiency, 73%
Math Proficiency, 78%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 80 points
Rdg. Imp. of Lowest 25% -
76 points
Math Imp. of Lowest 25% -
88 points
Rdg. AMO –
Math AMO–

## Instructional Coaches

| # of instructional coaches |
| --- |
| 4 |

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

| Instructional Coach Information: |
| --- |

| Martinarose Riddick | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |
| **Areas** | Reading/Literacy | |
| **Credentials** | Educational Specialist Degree -Curriculum and Instruction/ Management and Administration; Masters of Arts-Technology Integration/Teaching and Learning; Bachelors of Science-Mathematics and Language Arts | |
| **Performance Record** | 2013 – School Grade - D Rdg. Proficiency, 42% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 67 points Rdg. AMO – 54 | |

| Elizabeth Mooney | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 12 |

| | |
|---|---|
| **Areas** | Science |
| **Credentials** | Bachelors of Science-Education Middle Grade Science, (grades 5 - 9) |
| **Performance Record** | 2013 – School Grade - D<br>Rdg. Proficiency, 42%<br>Math Proficiency, 40%<br>Rdg. Lrg. Gains, 66 points<br>Math Lrg. Gains 40 points<br>Rdg. Imp. of Lowest 25% - 67 points<br>Math Imp. Of Lowest 25%- 75 points<br>Rdg. AMO – 54<br>Math AMO -52<br>2012 –School Grade - C<br>Rdg. Proficiency, 41%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains 65 points<br>Rdg. Imp. of Lowest 25% - 73 points<br>Rdg. AMO –50<br>Math AMO-45<br>2011 School Grade - B<br>Rdg. Proficiency, 61%<br>Math Proficiency, 57%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% - 74 points<br>Math Imp. Of Lowest 25% - 74 points<br>Rdg. AMO – 50<br>Math AMO– 47<br>2010 School Grade - B<br>Rdg. Proficiency, 59%<br>Math Proficiency, 57%<br>Rdg. Lrg. Gains, 63 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% - 71 points<br>Math Imp. of Lowest 25% - 67 points<br>Rdg. AMO – 45<br>Math AMO– 42<br>2009 School Grade - A<br>Rdg. Proficiency, 73%<br>Math Proficiency, 78% |

Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 80 points
Rdg. Imp. of Lowest 25% -
76 points
Math Imp. of Lowest 25% -
88 points

| Elaine C. Perez | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| **Areas** | Reading/Literacy | |
| **Credentials** | Master of Science-Elementary Education<br>Reading Endorsement, Leadership –All Levels<br>Elementary Education K-6<br>ESOL Endorsement | |
| **Performance Record** | 2013 – School Grade - D<br>Rdg. Proficiency, 42%<br>Rdg. Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% -<br>67 points<br>https://www.flsiponline.com/plans/1467/edit/34#abody3Rdg. AMO – 54<br>2012 – School Grade -<br>Rdg. Proficiency, 42%<br>Rdg. Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% -<br>67 points<br>Rdg. AMO – 54<br>2011 – School Grade -<br>Rdg. Proficiency, 42%<br>Rdg. Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% -<br>67 points<br>Rdg. AMO – 54<br>2010– School Grade -<br>Rdg. Proficiency, 42%<br>Rdg. Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% -<br>67 points<br>Rdg. AMO – 54 | |

| Michael Castro | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |

| | |
|---|---|
| **Areas** | Mathematics |
| **Credentials** | Bachelors in Business Management<br>Associates in Secondary Mathematics |
| **Performance Record** | 2013 – School Grade - D<br>Math Proficiency, 40%<br>Math Lrg. Gains, 40 points<br>Math Imp. of Lowest 25% -<br>75 points<br>Math AMO– 52<br>2012 –School Grade - X<br>Math Proficiency, 82%<br>Math Lrg. Gains, 81 points<br>Math Imp. of Lowest 25% -<br>78 points<br>2011 -School Grade – F<br>Math Proficiency, 46%<br>Math Lrg. Gains, 72 points<br>Math Imp. of Lowest 25% -<br>69 points<br>2010 -School Grade - B<br>Math Proficiency, 64%<br>Math Lrg. Gains, 73 points<br>Math Imp. of Lowest 25% -<br>63 points |

**Classroom Teachers**

**# of classroom teachers**
55

**# receiving effective rating or higher**
55, 100%

**# Highly Qualified Teachers**
60%

**# certified in-field**
33, 60%

**# ESOL endorsed**
15, 27%

**# reading endorsed**
6, 11%

**# with advanced degrees**
20, 36%

**# National Board Certified**

4, 7%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 2%

**# with 6-14 years of experience**

31, 56%

**# with 15 or more years of experience**

23, 42%

## Education Paraprofessionals

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

2

**# 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**

Course-alike Professional learning communities providing teachers with the opportunities to discuss lesson study, and sharing of student work and plan curriculum.
Administrative Staff and PLC Leaders
Partnering new teachers with successful teachers to provide for sharing of best practices.
Assistant Principal
Provide leadership opportunities for teachers.
Administrative Staff

## 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**

The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain.
The mentee will be paired with a National Board Certified Teacher

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

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

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

MTSS/RtI is an extension of West Miami Middle School's Leadership Team that meets bi-monthly. The team is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
The MTSS/RtI Leadership Team will function as an integrated team that coordinates with other groups that service the students. The Team will analyze data to determine appropriate interventions and step up progress monitoring schedules to ensure that students are receiving assistance in a timely manner. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The West Miami Middle School's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted. Members of the MTSS/RtI Leadership Team are also members of the Curriculum Council; therefore, there will be an ongoing dialogue and a reporting system between the MTSS/RtI team and the other governing bodies within West Miami Middle School.
The MTSS/RtI leadership is vital, therefore, in building the leadership team the following considerations were included:
•Administrator/s who will ensure commitment and allocate resources;
•Teacher/s and coach 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.
•Designate coordination responsibilities to each grade level counselor, team leader, and assistance principal to monitor student progress on a bi-weekly basis.
•Meet monthly to review the assessment data and link this data to instructional decisions and the creation of remediation/support programs.
•Review program monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and/or at moderate risk or at high risk for not meeting benchmarks.
Based on the above information, the Team will identify required professional development and resources for the faculty in order to implement the necessary differentiated instructional strategies to meet the needs of the students.
•Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and adjust processes and skills to meet the needs of the student body.
•Facilitate the process of building consensus, increasing infrastructure, and making decisions about Implementation and monitoring of the SIP.
The MTSS/Leadership Team met with the EESAC to help develop the SIP. The team assisted as follows:
•Provided data on Tier 1, 2, and 3 targets, and the academic and social/emotional areas that needed to be addressed
•Helped set clear expectations for instruction (rigor, relevance, and relationships)
•Facilitated the development of a systematic approach to teaching (essential questions, activating strategies, teaching strategies such as extending, refining, and summarizing) and aligned processes and procedures.

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

West Miami School-based Leadership Team is comprised of the following:
Content Area Curriculum Leaders: Science – Elizabeth Mooney, Social Studies – Lyda Aparicio,

Mathematics – Mignon Griffith, Language Arts – Michelle Sanchez
Electives Curriculum Leader: Vivian Rodriguez
ESOL Curriculum Leader: Enzo Caserta
Gifted Curriculum Leader: Neida Vidal
Principal/Assistant Principals: Katyna Martin, Peter Cedeno, Mary Keets-Jay
Reading Coach: Michael Castro, Elizabeth Mooney, Elaine Perez, Martinarose Riddick
Reading Curriculum Leader: Daniel Gonzalez
SPED Curriculum Leader: Cristina Vital
Student Services Department Leader/Test Chair: Lillian Helbig

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

Throughout the development of the SIP, the Leadership Team will monitor and adjust West Miami Middle School's academic and behavioral goals through data gathering and data analysis. During the 2013-14 school year, the Team will monitor the fidelity of the delivery of instruction and interventions incooperated in the SIP and will coordinate various levels of support and interventions to students based on data.

**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**

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 monitor progress
Data sources will include analysis of the following:
Reading:
•Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), and FCAT data
•Progress Monitoring: PMRN, FAIR, and Interim Assessments
•Midyear: FAIR and Interim Assessments
•Student grades
Mathematics:
•Baseline: 2013 FCAT data and District's Baseline Assessment
•Progress Monitoring: Interim Assessments
•Midyear: Interim Assessments
•Student grades
Science
•Baseline: District's Baseline Assessment
•Progress Monitoring: Interim Assessments
•Midyear: Interim Assessments
•Student grades
•School site specific assessments
Writing
•Baseline: District Writing Assessment - August
•Progress Monitoring: District Writing Assessment – December
•Midyear: District Writing Assessment – February
Behavior
•Student Case Management System
•Detentions
•Suspensions/expulsions

•Referrals based on student behavior
•Office referrals per day per month
•Team climate surveys
•Attendance
•Referrals to special education programs

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

West Miami Middle School professional development and support for staff and parents will include:
1. Providing support for school staff to understand basic MTSS principles and procedures.
2. Ongoing efficient facilitation and accurate use of problem-solving process in the MTSS data analysis process, to support planning, implementing, and evaluating effectiveness of services.
3. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
4. Ingoing data-driven professional development activities that align to core student goals and staff needs.
5. Increase parental engagement/involvement through the Title I Orientation; schedule workshops through the Parent Academy to empower parents and build their capacity for involvement.

## 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:** 60

Support services are provided to identify patterns of student need while working on intervention strategies.
Support for implementation and progress monitoring.
Provide support for assessment.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Curriculum Coaches collect the data from the tutors and analyze the students' progress. After an analysis of the assessments, the coach will identify appropriate intervention approaches.

### Who is responsible for monitoring implementation of this strategy?

Administrative Team

## Literacy Leadership Team (LLT)

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

| Name | Title |
|------|-------|
| Lillian Helbig | Student Services Department Leader |
| Cristina Vital | SPED Curriculum Leader |
| Daniel Gonzalez | Reading Curriculum Leader |
| Martinarose Riddick | Reading Coach: |
| Elaine Perez | Reading Coach: |
| Elizabeth Mooney | Reading Coach |
| Michael Castro | Reading Coach |
| Katyna Martin | Principal |
| Peter Cedeno | Assistant Principal |
| Mary Keets-Jay | Assistant Principal |
| Neida Vidal | Gifted Curriculum Leader |
| Enzo Caserta | ESOL Curriculum Leader |
| Vivian Rodriguez | Electives Curriculum Leader: |
| Michelle Sanchez | Language Arts |
| Mignon Griffith | Mathematics |
| Lyda Aparicio | Social Studies |
| Elizabeth Mooney | Science |

**How the school-based LLT functions**

The LLT members meet the first Monday of each month before school. The goal of the literacy team is to promote a culture of literacy by infusing reading and writing strategies across the curriculum. Members of the LLT act as facilitators for the bi-monthly professional learning community meetings and round-table discussions related to curriculum strengths and needs. The reading coach is vital in the process of providing professional development at the school level.
Content related literature is used to enhance the content area curriculum. The LLT maintains a connection to the school's MTSS process by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Literacy activities involve reading during advisement and throughout the year, the facilitators are provided with novel sets for read-aloud sessions. Content related literature is used to enhance the content area curriculum.
Other literacy activities included:
•Through language arts classes, there are regularly scheduled visits to use of the media center to take Accelerated Reader tests, conduct research, check-out/return, read-ins, etc.;
•Students are provided with the opportunity to receive public library cards;
•Students are involved in literacy night, various reading projects, and cultural field trips;
•Students are awarded Reading Plus certificates when they have met their goal; students are awarded Accelerated Reader prizes when they have met their goal.

**Major initiatives of the LLT**

Key strategies include:
1. Implement reading/writing strategies across the curriculum each month.
2. Implement the Word of the Day and Phrase of the Week to enhance vocabulary awareness.
3. Organize literacy events as motivational learning activities.
4. Sponsor a reading club for all grade levels.
5. Coordinate student participation in contests that promote literacy in West Miami Middle School.

**Every Teacher Contributes to Reading Instruction**

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

The school provides a number of strategies and opportunities to help learners with reading and writing across the curriculum. West Miami's advisement period is dedicated to SSR-Silent Sustained Reading during which time learners may read a book of their choosing or go through a class novel or non-fiction selections with discussions to follow. Additionally, they will have several opportunities during advisement to work on an array of skills. Aside from independent reading, learners will work on Reading Plus which incorporates reading and technology. Furthermore, teachers have received support in the form of professional development and PLC meetings in an effort to bring literacy across the curriculum and into the content areas. Ultimately, everyone's goal in the school is to improve students by applying reading strategies across the board

**Preschool Transition**

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

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

N/A

**College and Career Readiness**

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

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

West Miami Middle School incorporates the idea that middle school is a stepping stone to high school. The idea of the required 15 credits for promotion to the 9th grade is critical in preparing students for the rigor of high school. Students are constantly reinforced with the thought that the more successful they are in middle school the more likely they are to excel in high school.

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

Through the evaluation and review of prior academic history, students are encouraged to take a more challenging rigorous course load, like advanced and honor courses. Therefore, becoming better prepared for the challenges high school has to offer.

**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 | 54% | | No | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | 54% | | No | 59% |
| White | 54% | | No | 59% |
| English language learners | 35% | | No | 42% |
| Students with disabilities | 30% | | No | 37% |
| Economically disadvantaged | 53% | | No | 57% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 230 | 23% | 36% |
| Students scoring at or above Achievement Level 4 | 175 | 17% | 23% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 0% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 0% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 66% | 69% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 67% | 70% |

**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) | 113 | 36% | 42% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 68 | 21% | 29% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 91 | 29% | 36% |

### 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 | 119 | 33% | 40% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 0% |

### 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 | 52% |  | No | 57% |
| American Indian |  |  |  |  |
| Asian |  |  |  |  |
| Black/African American |  |  |  |  |
| Hispanic | 52% |  | No | 57% |
| White | 60% |  | No | 64% |
| English language learners | 41% |  | No | 47% |
| Students with disabilities | 31% |  | No | 38% |
| Economically disadvantaged | 51% |  | No | 56% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 251 | 27% | 42% |
| Students scoring at or above Achievement Level 4 | 80 | 8% | 15% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | | 60% | 64% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 75% | 78% |

### Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications | | 64% | 68% |
| Middle school performance on high school EOC and industry certifications | | 76% | 78% |

### 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 | 52% | | No | 57% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | 52% | | No | 57% |
| White | 60% | | No | 64% |
| English language learners | 41% | | No | 47% |
| Students with disabilities | 31% | | No | 38% |
| Economically disadvantaged | 51% | | No | 56% |

### Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 43 | 59% | 61% |
| Students scoring at or above Achievement Level 4 | 13 | 18% | 18% |

## 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 | 74 | 21% | 26% |
| Students scoring at or above Achievement Level 4 | 43 | 12% | 14% |

**Florida Alternate Assessment (FAA)**

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

## Area 8: Early Warning Systems

### Middle School Indicators

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 140 | 13% | 12% |
| Students who fail a mathematics course | 27 | 3% | 2% |
| Students who fail an English Language Arts course | 24 | 2% | 1% |
| Students who fail two or more courses in any subject | 39 | 4% | 3% |
| Students who receive two or more behavior referrals | 151 | 15% | 14% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 252 | 24% | 23% |

## Area 10: Additional Targets

### Additional targets for the school

Professional Development (PD) aligned with Goal Strategies
1. Developing Rigorous Lesson Plans $2,500.00
2. Thinkgate Training (EDUSOFT replacement) $1,000.00
3. Gradual Release Concept $0

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Goals Summary

**G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 23% of students scored at a Level 3 and 17% scored a Level 4 or higher. On the 2014 FCAT 2.0 Reading Assessment, 36% of students will score at a Level 3 and 23% will score a Level 4 or higher.

**G2.** Based on the 2013 FCAT 2.0 Writing Assessment 33% of all eighth grade students scored at or above a Level 3.5. On the 2014 FCAT 2.0 Writing Assessment 40% of all students will score at or above Level 3.5.

**G3.** Based on the 2013 FCAT 2.0 Mathematics Assessment, 27% of students scored at a Level 3 and 8% scored at Level 4 or higher. On the 2014 FCAT 2.0 Mathematics Assessment, 42% of students scored at a Level 3 and 15% scored at Level 4 or higher.

**G4.** Based on 2013 Middle School Acceleration 64% of all eligible students participated in taking high-school level EOC assessments. Middle School Acceleration will increase to 68% of eligible students taking high-school level EOC assessments.

**G5.** Based on the 2013 Algebra EOC, 59% of students scored at a Level 3 and 18% scored a Level 4 or higher. On the 2014 Algebra EOC, the percentage of students scoring at a Level 3 will be 61% and Level 4 will remain at 18%.

**G6.** Based on the 2013 FCAT 2.0 Science Assessment, 21% of students scored at a Level 3 and 12% scored a Level 4 or higher. On the 2014 FCAT Science Assessment, 26% of students will score a Level 3 and 14% will score a Level 4 or higher.

**G7.** Based on the 2013 percent of participation in STEM related experiences of %, we want to increase student participation in STEM related practices to 20%.

**G8.** Promote students enrolling in one or more CTE courses.

**G9.** The 2013 Civics End-of-Course Assessment was not administered to the seventh grade students. On the 2014 Civics EOC, we anticipate 70% of students will be proficient.

**G10.** Based on the 2013 data on Early Warning System, decrease each indicator by 1% in 2014.

**G11.** West Miami Middle School is a Title I school. We completed the Parental Involvement Plan.

**G12.**

## Goals Detail

**G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 23% of students scored at a Level 3 and 17% scored a Level 4 or higher. On the 2014 FCAT 2.0 Reading Assessment, 36% of students will score at a Level 3 and 23% will score a Level 4 or higher.

### Targets Supported
- Reading (FCAT2.0, Learning Gains, CELLA)

### Resources Available to Support the Goal
-

### Targeted Barriers to Achieving the Goal
- This goal is applicable to all students scoring at or above Level 3 on FCAT 2.0 Assessment for the 2013 school year. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was reporting Category 2: Reading Application. Students experienced difficulty in identifying the main idea, stated or implied, in text.

### Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G2.** Based on the 2013 FCAT 2.0 Writing Assessment 33% of all eighth grade students scored at or above a Level 3.5. On the 2014 FCAT 2.0 Writing Assessment 40% of all students will score at or above Level 3.5.

### Targets Supported
- Writing

### Resources Available to Support the Goal
-

### Targeted Barriers to Achieving the Goal
- The areas of deficiency as noted on the 2013 administration of the writing FCAT was Writing Applications, write persuasive texts that develops and demonstrates persuasive writing that is use for the purpose of influencing the reader that (a) establishes and develops a controlling idea, and supports agreements for the validity of the proposed idea with detailed evidence and (b) include persuasive techniques (e.g., word choice, emotional appeal, hyperbole, appeal to authority, rhetorical question, irony, symbols).

## Plan to Monitor Progress Toward the Goal

Strategies: During Writing instruction, students will: A.Review persuasive writing techniques that include poetry, print and media advertisements, editorials, and speeches, will be used as examples for students to evaluate persuasive techniques. B. Review word choice and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities. C.Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. D. Introduce claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible resources. E. Provide instruction of the various modalities of writing throughout the writing process from start to finish (i.e., pre-writing, drafting, revising, conferencing, editing, publishing, etc.) Action Plan: During Writing instruction, the following will take place: Create Writing through Language Arts curriculum that incorporates an A/B calendar, LA/Writing pacing guides, frameworks, and differentiated instruction. Formulate a writing plan which includes writing that has gone through the entire writing process (prewriting, drafting, revising, editing, and publishing). Model effective writing Use mentor text, anchor sets, rubrics, and/or calibration papers Incorporate sentence variety Writing conferences Writing for a variety of audiences and purposes Responding to literature Use figurative and descriptive language to convey style and tone Understand how word connotations/denotations impact meaning Analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing

### Person or Persons Responsible

Instructional Coach will assist 8th grade LA teachers in planning lessons that align with the A/B schedule, pacing guides, frameworks, and differentiated instruction. Administration along with the Language Arts Curriculum Leader and Reading Coach will be responsible for the monitoring of the implementation of the identified strategies.

### Target Dates or Schedule:

Conduct walkthrough to monitor implementation of the Writing through Language Arts curriculum. Monthly writing prompts will be administered and scored in order to monitor students' progress and to adjust the instructional focus as needed. Conduct student journal/portfolio reviews for evidence of writing strategies.

### Evidence of Completion:

Monitor Progress – Assessment(s): Walkthrough documentation District pre-, mid-, and post writing assessments. Formative: District Baseline data and monthly writing prompts Summative: 2014 FCAT Writing Test

**G3.** Based on the 2013 FCAT 2.0 Mathematics Assessment, 27% of students scored at a Level 3 and 8% scored at Level 4 or higher. On the 2014 FCAT 2.0 Mathematics Assessment, 42% of students scored at a Level 3 and 15% scored at Level 4 or higher.

### Targets Supported

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

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- 1. Improve mathematics scores in all different grade levels so that FCAT scores will increase.

- 2. Maximize the mathematics scores outcomes for all grade levels; all students will be able to achieve some form of success in their academics – Raising the bar.

- 3. Increase mathematics awareness for all middle schools level students.

### Plan to Monitor Progress Toward the Goal

Strategy(ies) 1. Implement higher order mathematical communication skills to ensure better reasoning, thinking, understanding, and applications among middle grade students. 2. Development and implement enrichment programs and opportunities to expand and to extend mathematical applications for all middle grade students. 3. Conduct a collaborative session on content alignment and the infusion of real world application problems utilizing the step it up protocol. 4. Establish and implement higher order thinking for students to conceptualize, manage the concepts, the reasoning and to engage concepts with real life tasks and situations by applying mathematics to real life situations. 5. Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model. 6. Consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students. 7. Use Essential and Higher Order Questions to initiate and guide student discourse. 8. Infuse writing strategies to provide students structures for effective note-taking, summarizing, and writing to explain their thinking in mathematics.

### Person or Persons Responsible

Action Steps 1. Ensure principal/assistant principal actively participate in the collaborative session. 2. Complete a coaching cycle to create a model teacher on the use of application problems utilizing the step it up protocol. 3. Conduct a collaborative planning session on the use of probing questions during guided practice. 4. Identify sub-par performances areas. 5. Isolate low performing areas of standards/benchmarks. 6. Seek and develop new and successful approaches. 7. Establish criteria for improved performance. 8. Test, maintain and follow up work and performance.

### Target Dates or Schedule:

How to monitor for effectiveness 1. Conduct a collaborative session on guided practice utilizing collaborative strategies 2. Conduct classroom walkthroughs 3. Set benchmarks and accomplishment dates by grading periods. 4. Evaluate against performance benchmarks/standards. 5. Monitor students' performance and adjust according.

### Evidence of Completion:

How to monitor progress - Assessment(s) 1. Debrief on the implementation of the GRRM in each classroom with the instructional coach. 2. Coaching cycle documentation 3. Walkthrough documentation 4. Lesson plans with detailed probing questions 5. Topic Assessments 6. Interim Assessments 7. FCAT 2.0, Spring 2014

**G4.** Based on 2013 Middle School Acceleration 64% of all eligible students participated in taking high-school level EOC assessments. Middle School Acceleration will increase to 68% of eligible students taking high-school level EOC assessments.

### Targets Supported

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- 1. Improve mathematics scores in all different grade levels so that FCAT scores will increase.

- 2. Maximize the mathematics scores outcomes for all grade levels; all students will be able to achieve some form of success in their academics – Raising the bar.

- 3. Increase mathematics awareness for all middle schools level students.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

1.

**G5.** Based on the 2013 Algebra EOC, 59% of students scored at a Level 3 and 18% scored a Level 4 or higher. On the 2014 Algebra EOC, the percentage of students scoring at a Level 3 will be 61% and Level 4 will remain at 18%.

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- • Improve mathematics scores in all different grade levels so that FCAT scores will increase.

- • Maximize the mathematics scores outcomes for all grade levels; all students will be able to achieve some form of success in their academics – Raising the bar.

- • Increase mathematics awareness for all middle schools level students.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G6.** Based on the 2013 FCAT 2.0 Science Assessment, 21% of students scored at a Level 3 and 12% scored a Level 4 or higher. On the 2014 FCAT Science Assessment, 26% of students will score a Level 3 and 14% will score a Level 4 or higher.

### Targets Supported

- Science

- Science - Middle School

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- • Barrier(s) ) Deficiency on the 2012 FCAT in the areas of Nature of Science & Physical Science, an increased number of ESOL students & the Honors Physical Science encompassing 8th & 9th grade content at same time.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G7.** Based on the 2013 percent of participation in STEM related experiences of %, we want to increase student participation in STEM related practices to 20%.

### Targets Supported

- STEM

- STEM - All Levels

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G8.** Promote students enrolling in one or more CTE courses.

### Targets Supported
- CTE

### Resources Available to Support the Goal
- 

### Targeted Barriers to Achieving the Goal
- o CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.
- o CTE teachers need instruction in preparing students for industry certification exams, using data for instruction.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G9.** The 2013 Civics End-of-Course Assessment was not administered to the seventh grade students. On the 2014 Civics EOC, we anticipate 70% of students will be proficient.

### Targets Supported
- Social Studies
- Civics EOC

### Resources Available to Support the Goal
- 

### Targeted Barriers to Achieving the Goal
- • Barrier(s): Lack of proficiency in inquiry based analysis. An increase in ESOL student population.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G10.** Based on the 2013 data on Early Warning System, decrease each indicator by 1% in 2014.

### Targets Supported

- EWS

- EWS - Middle School

### Resources Available to Support the Goal

-

### Targeted Barriers to Achieving the Goal

- Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning systems, our school will increase student attendance by decreasing the number of students who missed by 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who received two or more behavioral referrals.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G11.** West Miami Middle School is a Title I school. We completed the Parental Involvement Plan.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

-

### Targeted Barriers to Achieving the Goal

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

## G12.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Based on the 2013 FCAT 2.0 Reading Assessment, 23% of students scored at a Level 3 and 17% scored a Level 4 or higher. On the 2014 FCAT 2.0 Reading Assessment, 36% of students will score at a Level 3 and 23% will score a Level 4 or higher.

**G1.B1** This goal is applicable to all students scoring at or above Level 3 on FCAT 2.0 Assessment for the 2013 school year. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was reporting Category 2: Reading Application. Students experienced difficulty in identifying the main idea, stated or implied, in text.

**G1.B1.S1** • Practice justifying answers by going back to the text for support

### Action Step 1

• Graphic organizers (e.g., note taking, mapping); • Summarization activities; • Anchoring conclusions back to the text (e.g., explaining and justifying decisions); • Opinion proofs (e.g., giving opinion, finding facts to support the opinion within text); • Computer based reading programs (e.g., Reading Plus, SOLO, Achieve 3000, FCAT Explorer)

#### Person or Persons Responsible

Teachers will give written and verbal feedback on student products to make corrections and/or offer suggestions for completeness of student responses. Formative assessment data reports will ensure progress is being made and to make adjustments to instruction as needed. Quarterly Achievement chats will be conducted with students to discuss individual student progress, using formal and informal assessment data.

#### Target Dates or Schedule

#### Evidence of Completion

Formative Assessments include: •Baseline, Fall, and Winter Interim Assessments; Computer Assisted Instruction (CAI) reports. Summative Assessments include: •2014 FCAT 2.0 Reading Assessment

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

## Plan to Monitor Effectiveness of G1.B1.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.** Based on the 2013 FCAT 2.0 Writing Assessment 33% of all eighth grade students scored at or above a Level 3.5. On the 2014 FCAT 2.0 Writing Assessment 40% of all students will score at or above Level 3.5.

**G2.B1** The areas of deficiency as noted on the 2013 administration of the writing FCAT was Writing Applications, write persuasive texts that develops and demonstrates persuasive writing that is use for the purpose of influencing the reader that (a) establishes and develops a controlling idea, and supports agreements for the validity of the proposed idea with detailed evidence and (b) include persuasive techniques (e.g., word choice, emotional appeal, hyperbole, appeal to authority, rhetorical question, irony, symbols).

**G2.B1.S1** Review persuasive writing techniques that include poetry, print and media advertisements, editorials, and speeches, will be used as examples for students to evaluate persuasive techniques.

### Action Step 1

During Writing instruction, the following will take place: Create Writing through Language Arts curriculum that incorporates an A/B calendar, LA/Writing pacing guides, frameworks, and differentiated instruction. Formulate a writing plan which includes writing that has gone through the entire writing process (prewriting, drafting, revising, editing, and publishing). Model effective writing Use mentor text, anchor sets, rubrics, and/or calibration papers Incorporate sentence variety Writing conferences Writing for a variety of audiences and purposes Responding to literature Use figurative and descriptive language to convey style and tone Understand how word connotations/denotations impact meaning Analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing

#### Person or Persons Responsible

Instructional Coach will assist 8th grade LA teachers in planning lessons that align with the A/B schedule, pacing guides, frameworks, and differentiated instruction. Administration along with the Language Arts Curriculum Leader and Reading Coach will be responsible for the monitoring of the implementation of the identified strategies.

#### Target Dates or Schedule

Conduct walkthrough to monitor implementation of the Writing through Language Arts curriculum. Monthly writing prompts will be administered and scored in order to monitor students' progress and to adjust the instructional focus as needed. Conduct student journal/portfolio reviews for evidence of writing strategies.

#### Evidence of Completion

Walkthrough documentation District pre-, mid-, and post writing assessments. Formative: District Baseline data and monthly writing prompts Summative: 2014 FCAT Writing Test

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.** Based on 2013 Middle School Acceleration 64% of all eligible students participated in taking high-school level EOC assessments. Middle School Acceleration will increase to 68% of eligible students taking high-school level EOC assessments.

**G4.B1** 1. Improve mathematics scores in all different grade levels so that FCAT scores will increase.

**G4.B1.S1** 1. Implement higher order mathematical communication skills to ensure better reasoning, thinking, understanding, and applications among middle grade students.

### Action Step 1

#### Person or Persons Responsible

1. Identify sub-par performances areas. 2. Isolate low performing areas of standards/benchmarks. 3. Seek and develop new and successful approaches.(Computers) 4. Establish criteria for improved performance. 5. Test, maintain and follow up work and performance. 6. Adjust as needed.

#### Target Dates or Schedule

How to monitor for fidelity 1. Identify areas of weak performances 2. Identify successful performance approaches techniques. 3. Implement. 4. Measure through testing and review. How to monitor for effectiveness 1. Set benchmarks and accomplishment dates by grading periods. 2. Measure outcomes – testing. 3. Evaluate against performance benchmarks/standards. 4. Monitor students' performance and adjust according.

#### Evidence of Completion

1. Review benchmarks/standards periodically. Interim Assessments 2014 FCAT 2.0

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G4.B1.S1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G4.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G4.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.B2** 2. Maximize the mathematics scores outcomes for all grade levels; all students will be able to achieve some form of success in their academics – Raising the bar.

**G4.B2.S1** 1. Implement higher order mathematical communication skills to ensure better reasoning, thinking, understanding, and applications among middle grade students. 2. Development and implement enrichment programs and opportunities to expand and to extend mathematical applications for all middle grade students. 3. Establish and implement higher order thinking for students to conceptualize, manage the concepts, the reasoning and to engage concepts with real life tasks and situations by applying mathematics to real life situations.

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

1. Identify sub-par performances areas. 2. Isolate low performing areas of standards/benchmarks. 3. Seek and develop new and successful approaches.(Computers) 4. Establish criteria for improved performance. 5. Test, maintain and follow up work and performance. 6. Adjust as needed.

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

1. Identify areas of weak performances 2. Identify successful performance approaches techniques. 3. Implement. 4. Measure through testing and review.

**Plan to Monitor Effectiveness of G4.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

1. Set benchmarks and accomplishment dates by grading periods. 2. Measure outcomes – testing. 3. Evaluate against performance benchmarks/standards. 4. Monitor students' performance and adjust according.

**G5.** Based on the 2013 Algebra EOC, 59% of students scored at a Level 3 and 18% scored a Level 4 or higher. On the 2014 Algebra EOC, the percentage of students scoring at a Level 3 will be 61% and Level 4 will remain at 18%.

**G5.B1** • Improve mathematics scores in all different grade levels so that FCAT scores will increase.

**G5.B1.S1** • Implement higher order mathematical communication skills to ensure better reasoning, thinking, understanding, and applications among middle grade students.

**Action Step 1**

• Identify sub-par performances areas. • Isolate low performing areas of standards/benchmarks. • Seek and develop new and successful approaches. • Establish criteria for improved performance. • Test, maintain and follow up work and performance. • Adjust as needed.

**Person or Persons Responsible**

**Target Dates or Schedule**

• Set benchmarks and accomplishment dates by grading periods. • Measure outcomes – testing. • Evaluate against performance benchmarks/standards. • Monitor students' performance and adjust according.

**Evidence of Completion**

• Review benchmarks/standards periodically. • Test and evaluate for success. • Monitor constantly and follow up. ( Pacing Guides, District Testing)

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G5.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G5.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G5.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G5.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G6.** Based on the 2013 FCAT 2.0 Science Assessment, 21% of students scored at a Level 3 and 12% scored a Level 4 or higher. On the 2014 FCAT Science Assessment, 26% of students will score a Level 3 and 14% will score a Level 4 or higher.

**G6.B1** • Barrier(s) ) Deficiency on the 2012 FCAT in the areas of Nature of Science & Physical Science, an increased number of ESOL students & the Honors Physical Science encompassing 8th & 9th grade content at same time.

**G6.B1.S1** • Conduct professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model.

### Action Step 1

#### Person or Persons Responsible

• Action Steps Common planning throughout department, assistance from Science Coach, collaboration with Reading & Math Coaches, teacher modeling of lessons, assisting teachers with writing processes (C/E/R) if needed, disseminating data on benchmark tests. All teachers must actively participate in the professional development session. Principal and Assistant Principal must actively participate in the professional development session.

#### Target Dates or Schedule

Debrief to identify teachers in need of additional support. Teacher tiering documentation Walkthrough documentation Detailed lesson plans Teacher fidelity to instructional pacing

#### Evidence of Completion

ETO feedback and reflection on support document Instructional coach reflections on coaching logs Administrative reflections on coaching logs • Quarterly pacing guide exams via the district, • Baselines Exams, & FCAT

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**Plan to Monitor Effectiveness of G6.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G6.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G6.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G6.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G6.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G6.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G6.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G6.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G6.B1.S6**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G6.B1.S6**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G7.** Based on the 2013 percent of participation in STEM related experiences of %, we want to increase student participation in STEM related practices to 20%.

**G7.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

**G7.B1.S1** • We have evidence of completed student projects in STEM i.e., The Miami Dade STEM EXPO (Science Fair), Dream in Green competition, and Fairchild Challenge.

### Action Step 1

**Person or Persons Responsible**

Administrators will monitor Science, Mathematics, Career Technical Education, and Advanced Academics.

**Target Dates or Schedule**

The Academy Teachers and/or Administration will look for increased participation in competitions at the school level that will serve as a selection process for the district and state STEM competitions.

**Evidence of Completion**

Formative District Interim Assessment data.

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G7.B1.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G7.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G7.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G7.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G7.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G7.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G7.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G8.** Promote students enrolling in one or more CTE courses.

**G8.B1** o CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.

**G8.B1.S1** o CTE teachers attend Professional Development Institute (PDI) during fall to prepare to take the industry certification.

### Action Step 1

#### Person or Persons Responsible

o Administrators monitor the effective implementation of lessons and timely instruction in the CTE classroom.

#### Target Dates or Schedule

o Data from pre-tests using Gmetrix software.

#### Evidence of Completion

Reports from Industry Certification testing providers.

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G8.B1.S1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G8.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G8.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G9.** The 2013 Civics End-of-Course Assessment was not administered to the seventh grade students. On the 2014 Civics EOC, we anticipate 70% of students will be proficient.

**G9.B1** • Barrier(s): Lack of proficiency in inquiry based analysis. An increase in ESOL student population.

**G9.B1.S1** ? Provide opportunities for students to read and interpret by utilizing primary and secondary sources of information while focusing on their interpretation skills.

**Action Step 1**

? Develop a strategic plan to explain the common planning process for Social Studies. ? Conduct common planning sessions to model and facilitate the process of effectively unwrapping the benchmark, aligning pacing guides, IFC, program resources, and data. ? Ongoing common planning sessions to insure each benchmark is mastered and pacing guides are strictly followed. ? Incorporate ETO resources offered by district. ? Utilize district benchmark assessments after each topic to demonstrate mastery. ? Continue collaboration and rigor within the Social Studies Department

**Person or Persons Responsible**

? Attend common planning sessions to monitor implementation of modified schedule and alignment of resources ? Administrative monitoring of the implementation of identified strategies.

**Target Dates or Schedule**

? Conduct walkthroughs to monitor the alignment of resources and all of the strategic activities presented and modeled. ? Implementation and follow up on all listed strategies. ? RTI teams will analyze student assessment and student progress will be determined.

**Evidence of Completion**

? Walkthrough documentation ? Formative and benchmark assessments to be monitored for reteaching until mastery is achieved.

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G9.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G9.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G9.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G9.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G9.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G10.** Based on the 2013 data on Early Warning System, decrease each indicator by 1% in 2014.

**G10.B1** Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning systems, our school will increase student attendance by decreasing the number of students who missed by 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who received two or more behavioral referrals.

**G10.B1.S1** • The school will utilize the attendance reports to assist in monitoring proper attendance-taking procedures, truancy, excessive absences and tardies.

**Action Step 1**

**Person or Persons Responsible**

• The Student Services Department and the Community Involvement Specialist will contact parents of students who have been placed on indoor/outdoor suspension.

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G10.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G10.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G10.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G10.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G10.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G10.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G10.B1.S4

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Fidelity of Implementation of G10.B1.S5

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G10.B1.S5

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G10.B1.S6**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G10.B1.S6**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

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

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

Title I, Part A
West Miami Middle School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). School personnel will coordinate with Title II and Title III to ensure staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title II
West Miami Middle School uses supplemental funds for improving basic education as follows:
•training for add-on endorsement programs, such as Reading, Gifted, ESOL
•training and substitute release time for Professional Development Liaisons (PDL) at each grade level focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
West Miami Middle School Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
•Tutorial programs
•Parent outreach activities
•Reading and supplementary instructional materials: TeenBiz™ and CompassLearning® Odyssey
Title X- Homeless
District Homeless Liaison provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
West Miami Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around West Miami Middle School. These programs
prevent the use of alcohol, tobacco, and drugs. These programs foster a safe, drug free learning environment
supporting student achievement. West Miami Middle School offers a non-violence and anti-drug program to student that incorporate field trips, community service, drug test, and counseling.
Nutrition Programs
1) West Miami Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state stature, is taught through physical education.

3) The West Miami Middle School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Career and Technical Education
West Miami Middle School will provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

## 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.*

## Appendix 2: Budget to Support School Improvement Goals