2013-2014 SCHOOL IMPROVEMENT PLAN

North Miami Middle School

700 NE 137TH ST

North Miami, FL 33161

305-891-5611

http://nmiamid.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
NOT GRADED	C	C	C	C

SIP Authority and Template

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

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

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

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
North Miami Middle School

Principal
Alberto Iber

School Advisory Council chair
Steven Gould

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

Name	Title
Kharim Armand	Assistant Principal
Paul Clermont	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

principal -1
UTD steward – 1
teachers – 5
parents – 6
educational support-1
student – 2
BCR – 2

Involvement of the SAC in the development of the SIP

EESAC reviews data for each academic section for the different assessments that are taken throughout the year (Baseline assessment, Interim Assessments and End of Course Exams).

Activities of the SAC for the upcoming school year

The EESAC will meet monthly to review the School Improvement Plan, conduct a midyear review and a final review.

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

There will be $2999 allocated to the Office of the Principal. Any remaining funds will be allocated upon request.

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:

Alberto Iber		
Principal	Years as Administrator: 16	Years at Current School: 3

Credentials	Bachelors: Barry University- Mathematics Masters: Nova Southeastern University- Mathematics Certifications: -Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 38% Math Proficiency, 39% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –45 Math AMO–43 2012 – School Grade Rdg. Proficiency, 36% Math Proficiency, 35% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 69 points Rdg. AMO –40 Math AMO–38 2011 – School Grade Rdg. Proficiency, 44% Math Proficiency, 44% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –34 Math AMO–32 2010 – School Grade Rdg. Proficiency, 41% Math Proficiency, 39% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 60 points 2009 – School Grade Rdg. Proficiency, 33%

Math Proficiency, 37%
Rdg. Lrg. Gains, 49 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% - 65 points
Math Imp. of Lowest 25% - 65 points

Kharim Armand-Lafalaise		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Bachelors: SUNY at Stony Brook- Multi-Disciplinary Studies with concentrations in French and Africana Studies Masters: American Intercontinental University- Instructional Design and Technology Specialist: Nova Southeastern University- Educational Leadership Certifications: -History 6-12 -Ed Leadership -ESOL K-12	
Performance Record	2013 – School Grade Rdg. Proficiency, 38% Math Proficiency, 39% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –45 Math AMO–43 2012 – School Grade Rdg. Proficiency, 36% Math Proficiency, 35% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 69 points Rdg. AMO –40 Math AMO–38 2011 – School Grade Rdg. Proficiency, 44% Math Proficiency, 44% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –34 Math AMO–32 2010 – School Grade	

Rdg. Proficiency, 41%
Math Proficiency, 39%
Rdg. Lrg. Gains, 57 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% - 57 points
Math Imp. of Lowest 25% - 60 points
2009 – School Grade
Rdg. Proficiency, 33%
Math Proficiency, 37%
Rdg. Lrg. Gains, 49 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% - 65 points
Math Imp. of Lowest 25% - 65 points

Paul Clermont		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelors: Northwestern Illinois University- Corporate Communications Masters: Nova Southeastern University- Special Education Specialist: Nova Southeastern University- Educational Leadership Certifications: -Middle Grades Integrated Curriculum, (grades 5 - 9) -Exceptional Student Education, (grades K - 12) -Educational Leadership, (all Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 38% Math Proficiency, 39% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –45 Math AMO–43

Instructional Coaches

of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Veronica Williams		
Full-time / School-based	Years as Coach: 7	Years at Current School: 5

Areas	Reading/Literacy
Credentials	BS- Elementary Education MS – Urban Education Certification: Elementary Education,(grades 1-6) ESOL Endorsement (grades K-12) Reading Endorsement (grades K-12)
Performance Record	2013 – School Grade Rdg. Proficiency, 38% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 71 points Rdg. AMO –45 2012 – School Grade Rdg. Proficiency, 36% Rdg. Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 64 points Rdg. AMO –40 2011 – School Grade Rdg. Proficiency, 44% Rdg. Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 75 points Rdg. AMO –34

Mechele Collins		
Full-time / School-based	Years as Coach: 5	Years at Current School: 10

Areas	Mathematics
Credentials	BA-Business Administration, MS- Special Education Certification: Mathematics, (grades 5-9)
Performance Record	2013 – School Grade Math Proficiency, 39% Math Lrg. Gains, 63 points Math Imp. of Lowest 25% - 65 points Math AMO–43 2012 – School Grade Math Proficiency, 35% Math Lrg. Gains, 61 points Math Imp. of Lowest 25% - 69 points Math AMO–38 2011 – School Grade Math Proficiency, 44% Math Lrg. Gains, 61 points Math Imp. of Lowest 25% - 68 points Math AMO–32

Sheldon Allen		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3

Areas	Science
Credentials	BA- International Relations MS-Educational Leadership General Science, (grades 5 - 9) Social Science, (grades 6 - 12)
Performance Record	2013 – School Grade Science Proficiency-46% 2012 – School Grade Science Proficiency-46%

Classroom Teachers

# of classroom teachers

57

 # receiving effective rating or higher

57, 100%

 # Highly Qualified Teachers
44%

 # certified in-field
51, 89%

 # ESOL endorsed
12, 21%

 # reading endorsed
9, 16%

 # with advanced degrees
19, 33%

 # National Board Certified
0, 0%

 # first-year teachers
10, 18%

 # with 1-5 years of experience
18, 32%

 # with 6-14 years of experience
18, 32%

 # with 15 or more years of experience
11, 19%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

North Miami Middle School partners with Teach For America which is an organization that rigorously recruits, screens and places their candidates in urban school . The North Miami Middle School Administrative Team also works closely with the MDCPS' Certification department in both instructional and non instructional departments.
As for retention of teachers, the teachers are offered leadership positions (where applicable) and

extra opportunities to increase their income through extended learning programs. In addition, all classrooms are furnished with state of the the art technology and teachers are given instructional support from their instructional coaches.

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

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers. Beginning teachers first participate in the district sponsored Beginning Teacher Orientation. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy teacher in their discipline to form a Professional Growth Team. These teams meet once bi-weekly and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers bi-weekly to offer support and assistance with classroom management and procedures. The Instructional Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies.

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

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

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

The MTSS Leadership meets regularly to review data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, improving infrastructure, and making decisions about implementation.

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

Principal: Alberto Iber- The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI Implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Joshua Ho/ Dana Goldsmith/ Steven Gould/ Fabiola Jean-Pierre/Gerald Darby/ DeAnthony Friday-Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education Department Chair: Annide Jules-Special Education Department Chair participates in student data collection, integrate core instructional activities/materials into Tier 3 Instruction and

collaborate with general education teachers through such activities as inclusion.

Instructional Coach(es) Reading/Math/Science: Veronica Williams/Mechele Collins/Sheldon Allen-Instructional Coaches (Reading, Mathematics and Science) develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; 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 lead to early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

School Psychologist: The School Psychologist participates in collection, interpretation, and analysis of data, facilitates development of Intervention Plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

The Data/Test Chairperson: Chantil Brantley-develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

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

The MTSS Leadership meets regularly to review data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, improving infrastructure, and making decisions about implementation.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), District Interim Assessment Florida Comprehensive Assessment Test (FCAT), Progress Monitoring: PMRN, District Interim Assessments
Midyear: Florida Assessment for Instruction (FAIR) and District Interim Assessment
End of the year: FAIR, District Interim Assessment

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

Professional development will be provided during teacher planning days, Early release days, and small sessions will occur throughout the year. The MTSS team will also evaluate additional staff PD needs during the MTSS Team meetings.

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

Students identified on the Florida Comprehensive Assessment Test (FCAT) as performing on Levels 1 and 2 will participate in an after school and/or Saturday tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies. LEP students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning. Additionally, students will have the opportunity to participate in before and /or after school tutoring through Supplemental Education Service in the areas of Reading and Mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre and post tests).

Who is responsible for monitoring implementation of this strategy?

The person responsible for the data collection is the Test Chairperson, Chantil Brantley. The administrative team is responsible for the monitoring and the analysis.

Strategy: Weekend Program
Minutes added to school year: 180

Students identified on the Florida Comprehensive Assessment Test (FCAT) as performing on Levels 1 and 2 will participate in an after school and/or Saturday tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies. LEP students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning. Additionally, students will have the opportunity to participate in before and /or after school tutoring through Supplemental Education Service in the areas of Reading and Mathematics.

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Who is responsible for monitoring implementation of this strategy?

The person responsible for the data collection is the Test Chairperson, Chantil Brantley. The administrative team is responsible for the monitoring and the analysis.

Literacy Leadership Team (LLT)

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

Name	Title
Albert Iber	Principal
Kharim Armand	Assistant Principal
Paul Clermont	Assistant Principal
Veronica Williams	Reading Coach and Department Chairperson
Sheldon Allen	Science Coach and Department Chairperson
Diana Antoine	Language Arts Department Chairperson
Mechele Collins	Mathematics Coach and Department Chairperson
Monika Lopez-Guerra	ESOL Department Chairperson
Tiffany Mullin	Social Studies Department Chairperson
Jose Fernandez	Media Specialist
Jean Bertrand	Guidance Counselor
Annide Jules	Special Education Department Chairperson
Jonathan DeLeon	Electives Department Chairperson

How the school-based LLT functions

The LLT leadership team will meet once a month to disaggregate data and develop school-wide instructional strategies that address academic strengths and weaknesses. The team will also in setting clear expectations for literacy instruction in Rigor, Relevance and Relationships. Additionally, the team will assist in implementing and monitoring the utilization of the Florida Continuous Improvement Model.

Major initiatives of the LLT

Increase Literacy awareness school-wide
Continue to implement the school-wide Literacy Plan
Provide Professional Development to teachers
Develop school-wide literacy activities
Disaggregate data
Assist in monitoring the utilization of the Florida Continuous Improvement Model

Every Teacher Contributes to Reading Instruction

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

All teachers will be trained on the Accelerated Reader (AR) program and will provide students with the opportunity to read books that are tied to the program. Teachers will also track the data provided by AR in order to increase literacy.
Teachers will receive training in implementing active reading strategies in order to improve comprehension and fluency. With these strategies, students will be able to interact with the text in order to make the reading meaningful and more captivating.

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	45%	51%	Yes	51%
American Indian				
Asian				
Black/African American	44%	50%	Yes	50%
Hispanic	53%	58%	Yes	58%
White				
English language learners	29%	36%	Yes	36%
Students with disabilities	32%	39%	Yes	39%
Economically disadvantaged	45%	51%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	206	22%	34%
Students scoring at or above Achievement Level 4	116	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		42%
Students scoring at or above Level 7	10	53%	53%

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)		71%	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)	121	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	86	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	63	21%	29%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	168	54%	59%
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	43%	39%	No	49%
American Indian				
Asian				
Black/African American	43%	38%	No	48%
Hispanic	43%	46%	Yes	49%
White				
English language learners	38%	22%	No	44%
Students with disabilities	31%	28%	No	38%
Economically disadvantaged	43%	39%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	21%	35%
Students scoring at or above Achievement Level 4	64	8%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	58%	58%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	52%	53%
Students scoring at or above Achievement Level 4	40	39%	39%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	64	20%	24%
Students scoring at or above Achievement Level 4	71	22%	24%

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	156	15%	14%
Students who fail a mathematics course	162	16%	15%
Students who fail an English Language Arts course	50	5%	4%
Students who fail two or more courses in any subject	110	11%	10%
Students who receive two or more behavior referrals	238	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	385	38%	37%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 4 or higher from 56% to 58%.The area of deficiency as noted on the 2013 FCAT 2.0 administration for the Writing Test was Focus and Elaboration.

G2. Our goal for the 2013-2014 school year is to increase the percentage of students from 39% to 45%. The greatest areas of deficiency for the students in all subgroups as noted on the 2013 FCAT 2.0 administration was Geometry and Measurement.

G3. Our goal for the 2013-2014 school year is to increase the percentage of students 38% to 45% . The area of deficiency for all subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G4. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the EOC from 92% to 100% .

G5. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the Science FCAT 2.0 from 46% to 48% .

G6. Our goal for the 2013-2014 school year for our students to obtain a passing score on the Civics EOC is 80% .

G7. Our goal for the 2013-2014 school year is to increase student attendance to 96.02%. Our goal is to decrease the In-school and out-of-school suspension rate by 10%. Our goal for the truancy rate is to decrease by 10%.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 4 or higher from 56% to 58%.The area of deficiency as noted on the 2013 FCAT 2.0 administration for the Writing Test was Focus and Elaboration.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- • There is limited evidence of the writing process being implemented in all literacy classes.
- • There is limited evidence of writing across the curriculum in all content areas.

Plan to Monitor Progress Toward the Goal

In-house assessments Student writing samples

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Walkthroughs

G2. Our goal for the 2013-2014 school year is to increase the percentage of students from 39% to 45%. The greatest areas of deficiency for the students in all subgroups as noted on the 2013 FCAT 2.0 administration was Geometry and Measurement.

Targets Supported

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Topic Tests

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data

G3. Our goal for the 2013-2014 school year is to increase the percentage of students 38% to 45% . The area of deficiency for all subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

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

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- • Implement and monitor the effective use of a framework during common planning.

Plan to Monitor Progress Toward the Goal

Walkthroughs

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Walkthrough logs

G4. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the EOC from 92% to 100% .

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students in Algebra 1 had limited knowledge on translating skills and their multiple representation (i.e. algebraically, numerically, analytically, and verbally).

Plan to Monitor Progress Toward the Goal

Walkthroughs

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Walkthrough logs

G5. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the Science FCAT 2.0 from 46% to 48% .

Targets Supported
- Science - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- • Limited opportunities for highest achieving science students to receive credit for more rigorous high school science courses.

Plan to Monitor Progress Toward the Goal

Check Aspen

Person or Persons Responsible
Principal

Target Dates or Schedule:
August

Evidence of Completion:
Aspen reports/completed master schedule

G6. Our goal for the 2013-2014 school year for our students to obtain a passing score on the Civics EOC is 80% .

Targets Supported
- Civics EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The area of deficiency for the ELL subgroup, 1: Vocabulary due to limited command of the English language.

Plan to Monitor Progress Toward the Goal

Unit tests

Person or Persons Responsible
Civics Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Gradebook

G7. Our goal for the 2013-2014 school year is to increase student attendance to 96.02%. Our goal is to decrease the In-school and out-of-school suspension rate by 10%. Our goal for the truancy rate is to decrease by 10%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students are identified too late although early warning signs are evident.

- • There is not enough emphasis on recognizing positive behavior.

Plan to Monitor Progress Toward the Goal

Walkthroughs

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Daily

Evidence of Completion:
Walkthrough logs

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 4 or higher from 56% to 58%.The area of deficiency as noted on the 2013 FCAT 2.0 administration for the Writing Test was Focus and Elaboration.

G1.B1 • There is limited evidence of the writing process being implemented in all literacy classes.

G1.B1.S1 • Formulate a writing plan which includes developing a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing.

Action Step 1

•Develop writing plan and provide coaching support for teachers to implement in classes.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

September

Evidence of Completion

Coaches' Logs

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

Writing Plan

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student samples Lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Writing plan

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student scores on formal and in-house assessments

G1.B2 • There is limited evidence of writing across the curriculum in all content areas.

G1.B2.S2 Create writing opportunities for students in all content areas.

Action Step 1

Model effective writing; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September and ongoing

Evidence of Completion

PD agenda and sign in sheets

Action Step 2

Demonstrate writing activities/strategies to infuse in lessons.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Lesson plans Common planning

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning agendas

Plan to Monitor Effectiveness of G1.B2.S2

Walkthrough

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough Logs

G3. Our goal for the 2013-2014 school year is to increase the percentage of students 38% to 45% . The area of deficiency for all subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G3.B1 • Implement and monitor the effective use of a framework during common planning.

G3.B1.S1 1. Ensure that a common planning framework is utilized where teachers are unwrapping benchmarks and planning for rigorous end products. 1. Ensure that all teachers actively participate in the common planning session. 2. Ensure that principal and assistant principal actively participate in each common planning session.

Action Step 1

• Provide PD's and materials on the use of manipulatives and assisted technology for mathematics instruction.

Person or Persons Responsible

Instructional Math Coach

Target Dates or Schedule

September

Evidence of Completion

PD sign in sheet

Action Step 2

• Provide ample time for students to have continuous review/practice when learning new concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Lesson Planing and instructional delivery

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B1.S1

Lesson plans and instructional delivery

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

G4. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the EOC from 92% to 100% .

G4.B1 Students in Algebra 1 had limited knowledge on translating skills and their multiple representation (i.e. algebraically, numerically, analytically, and verbally).

G4.B1.S1 Develop lesson plans where students explore and translate concepts using multiple representations (i.e. algebraically, numerically, analytically, and verbally).

Action Step 1

• Provide PDs and coaching support on representing concepts algebraically, numerically, analytically, and verbally, as well as research-based problem-solving and test-taking strategies.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PD sign in sheet Coaching logs

Facilitator:

Instructional Math Coach

Participants:

Instructional Coach

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

• PD agendas and coaching logs will be monitored to ensure proper instructional support with research-based strategies are provided.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

AP reflections

Plan to Monitor Effectiveness of G4.B1.S1

• Teachers will review student work to determine the effectiveness of strategies and to develop opportunities in instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

G5. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the Science FCAT 2.0 from 46% to 48% .

G5.B1 • Limited opportunities for highest achieving science students to receive credit for more rigorous high school science courses.

G5.B1.S1 • Offer a Physical Science course to the highest achieving 7th and 8th grade science students.

Action Step 1

• Create a Master schedule with evidence that Physical Science is being offered.

Person or Persons Responsible

Master Scheduler/ APC

Target Dates or Schedule

August

Evidence of Completion

Completed Master Schedule

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

Physical Science sections

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G5.B1.S1

Physical Science sections

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August

Evidence of Completion

Master schedule

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

G6. Our goal for the 2013-2014 school year for our students to obtain a passing score on the Civics EOC is 80% .

G6.B1 The area of deficiency for the ELL subgroup, 1: Vocabulary due to limited command of the English language.

G6.B1.S1 • Increase vocabulary instruction and document based questions (DBQs).

Action Step 1

Professional development sessions on vocabulary instruction and document based questions.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

September

Evidence of Completion

Professional development sign in sheets

Facilitator:

Instructional coach

Participants:

Instructional Coach

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

Lesson plans

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G6.B1.S1

Lesson plans Common Planning

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Common planning agendas

G7. Our goal for the 2013-2014 school year is to increase student attendance to 96.02%. Our goal is to decrease the In-school and out-of-school suspension rate by 10%. Our goal for the truancy rate is to decrease by 10%.

G7.B2 • There is not enough emphasis on recognizing positive behavior.

G7.B2.S1 • Through Team Meetings, members discuss early identification of students who demonstrate signs of becoming/being at risk.

Action Step 1

• Communication with teachers and Student Services Department needs to increase.

Person or Persons Responsible

Teachers and Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Guidance Counselors' Logs

Action Step 2

• Student Services Department identifies and discusses options with students who are in danger of failing and/or failing.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Student Case Management

Action Step 3

• Faculty and staff will be asked to post and reinforce the unified discipline plan including rules and expectations, consequences, and rewards as a school.

Person or Persons Responsible

Faculty and staff

Target Dates or Schedule

Daily

Evidence of Completion

Decreased number of referrals and suspensions.

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

PBS tracking system

Person or Persons Responsible

PBS Coach

Target Dates or Schedule

Weekly

Evidence of Completion

PBS reports

Plan to Monitor Effectiveness of G7.B2.S1

PBS reports

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Control D reports COGNOS Reports

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are met. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; they also 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 of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D
The District receives funds to support Educational Alternative outreach programs. Services are coordinated with district Dropout Prevention programs.

Title II
The District uses supplemental funds for improving basic education as follows:
- Professional Development for add-on endorsement programs, such as Reading, Gifted, ESOL
- Professional Development and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title VI, Part B - NA

Title X- Homeless
The District's Homeless Assistance Program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless through our Guidance Counselors.

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

Violence Prevention Programs
The school offers a non-violence and anti-drug program (Drug Free Youth in Town (DFYIT) to students. This program incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs
1)North Miami Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2)Nutrition education, as per state statute, is taught through physical education.
3)The School Food Service program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
By promoting Career Pathways and Programs of Study, students at North Miami Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Job Training
N/A
Other
North Miami Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents of available programs and their rights under No Child Left Behind. Monthly parent meetings and trainings are held to address school-wide and community issues and concerns. North Miami Middle School attempts to increase parental engagement/involvement through developing (with ongoing parental input) a Title I School-Parent Compact (for each student) and a Title I Parental Involvement policy. In addition, the school holds a Title I Orientation meeting (Open House); and conducts other activities to meet parents' needs.
North Miami Middle School conducts informal parent surveys to determine the specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules as part of the goal to empower parents and build their capacity for involvement.
The Community Involvement Specialist (CIS) completes the Title I administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits them to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential as needed services are provided to any students in the school in homeless situations, or experiencing other confidential circumstances that may require support and intervention, as applicable.
Additional academic and support services are provided to students and families of the Migrant population as applicable.
School-improvement Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative. The school will use all available resources to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, Project CRISS strategies, and computer-based learning programs. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability is based on need.

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.

G4. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the EOC from 92% to 100% .

G4.B1 Students in Algebra 1 had limited knowledge on translating skills and their multiple representation (i.e. algebraically, numerically, analytically, and verbally).

G4.B1.S1 Develop lesson plans where students explore and translate concepts using multiple representations (i.e. algebraically, numerically, analytically, and verbally).

PD Opportunity 1

• Provide PDs and coaching support on representing concepts algebraically, numerically, analytically, and verbally, as well as research-based problem-solving and test-taking strategies.

Facilitator

Instructional Math Coach

Participants

Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PD sign in sheet Coaching logs

G6. Our goal for the 2013-2014 school year for our students to obtain a passing score on the Civics EOC is 80% .

G6.B1 The area of deficiency for the ELL subgroup, 1: Vocabulary due to limited command of the English language.

G6.B1.S1 • Increase vocabulary instruction and document based questions (DBQs).

PD Opportunity 1

Professional development sessions on vocabulary instruction and document based questions.

Facilitator

Instructional coach

Participants

Instructional Coach

Target Dates or Schedule

September

Evidence of Completion

Professional development sign in sheets

Appendix 2: Budget to Support School Improvement Goals