



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Andover Middle School

121 NE 207TH ST

Miami, FL 33179

305-654-2727

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

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
89%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Andover Middle School

Principal

Rennina L. Turner

School Advisory Council chair

April Ladd

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

Name	Title
Rennina L. Turner	Principal
Steven Hoskins	Assitant Principal
Sicily Mincey	Assistant Principal
Melva Cogdello	Reading Coach/Department Chair
Demetras Johnson	Math Coach
Danetta Essue	Science Coach
Dr. Elton Lewis	Language Arts Chair
Angela Preston	Math Chair
Consuella Allen	Science Chair
Pricella Riley-Preston	Social Studies Chair
Laura Cardenas	Test Chair
Clara Alpert	Media Specialist
Deneen Neilly-Johnson	Student Service Chair
April Ladd	Enrichment Chair
Chrisina McDonald	SPED 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 Andover Middle School Council consists of five (5) teachers, one (1) alternate, six (6) parents, two (2) students, two (2) educational support employees, two (2) business/community representatives, the UTD steward and the principal.

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) and community stakeholders will continue to provide a common vision for the following: use of data-based decision-making, ensuring that the school-based team is implementing MTSS/RtI, conducting assessment of MTSS/RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support MTSS/RtI implementation, and communicating with parents regarding school-based MTSS/RtI plans and activities.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (ESSAC) supports the administrative efforts to improve students' achievement and budgets financial resources to support their efforts. It also recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. ESSAC provides support for the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement. It supports the school's effort to recruit and hire highly qualified faculty members and offers support in the school's endeavors in providing a high quality educational program. EESAC encourages and recommends that the faculty continue to develop the practices of departmental self-reflection and examination of best practices as more faculty members are hired.

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

EESAC has identified the following projects for the 2013 - 2014 school year: Student Incentives, Staff PD, and Supplemental Resources

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:

Rennina L. Turner

Principal

Years as Administrator: 7

Years at Current School: 1

CredentialsExceptional Student Education
Education Leadership**Performance Record**

2013 – School Grade D
 Rdg. Proficiency, 44%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO – 44%
 Math AMO–43%
 ‘12 ‘11 ‘10 ‘09 ‘08
 School Grade C D C D F
 High Standards Rdg. 19 16 16 17 13
 High Standards Math 28 47 56 51 38
 Lrng Gains-Rdg. 57 34 40 39 38
 Lrng Gains-Math 47 59 74 77 72
 Gains-Rdg-25% 73 48 49 54 55
 Gains-Math-25% 65 58 74 80 78

Steven Hoskins

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Degrees:
 B.S.-Business Administration
 M.S.- Educational Leadership
 Certification:
 Gifted, MG Math, and Ed Leadership

Performance Record

2013 – School Grade D
 Rdg. Proficiency, 44%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO – 44%
 Math AMO– 43%
 ‘12 ‘11 ‘10 ‘09 ‘08
 School Grade C A A B A
 High Standards Rdg. 41 57 55 51 48
 High Standards Math 44 83 82 78 78
 Lrng Gains-Rdg. 63 57 57 41 59
 Lrng Gains-Math 66 76 82 76 81
 Gains-Rdg-25% 73 51 71 54 57
 Gains-Math-25% 74 67 71 65 75

Sicily O. Mincey

Asst Principal

Years as Administrator: 1

Years at Current School: 5

Credentials

Degree(s):
 B.S. Elementary Education
 M.S. Reading
 Certification(s):
 Elementary Education, Reading, ESOL Endorsement, and
 Educational Leadership

Performance Record

2013 – School Grade D
 Rdg. Proficiency, 44%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO – 44%
 Math AMO– 43%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Melva Cogdello**

Full-time / School-based

Years as Coach: 9

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Elementary Education

Performance Record

2013 – School Grade D
 Rdg. Proficiency, 44%
 Rdg. Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 70 points
 Rdg. AMO – 44%
 '12 '11 '10 '09 '08
 School Grade C D C D F
 High Standards Rdg. 19 16 16 17 13
 Lrng Gains-Rdg. 57 34 40 39 38
 Gains-Rdg-25% 73 48 49 54 55

Danetta Essue		
Full-time / School-based	Years as Coach: 0	Years at Current School: 3
Areas	Science	
Credentials	ESOL Endorsement, ESE K-12, and Middle Grades Intergrated (5-9)	
Performance Record	2013 – School Grade D Math Proficiency, 43% Math Lrg. Gains, 57 points Math Imp. of Lowest 25% - 61 points Math AMO–43%	

Demetras Johnson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
Areas	Mathematics	
Credentials	Mathematics (5-9)	
Performance Record		

Classroom Teachers**# of classroom teachers**

45

receiving effective rating or higher

0%

Highly Qualified Teachers

80%

certified in-field

48, 107%

ESOL endorsed

9, 20%

reading endorsed

4, 9%

with advanced degrees

25, 56%

National Board Certified

0, 0%

first-year teachers

1, 2%

with 1-5 years of experience

10, 22%

with 6-14 years of experience

26, 58%

with 15 or more years of experience

12, 27%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 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

- Monthly meetings with new and beginning teachers.
- Obtain teacher interns from various universities and programs.
- Provide professional development and expertise in accessing data resources and using data to analyze instruction.

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

- Partnering new teachers with certified Mentoring and Induction for New Teachers (MINT) instructors.
- Teachers with previous teaching experience and teachers in years two and three are will receive a buddy teacher.

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

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/Rtl is an extension of Andover Middle School's Leadership team. The representatives support the administration through a process of problem solving technique, with student issues and concerns throughout the year. The team meets to systematic examine all 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.

Representatives from the MTSS/RtI Leadership Team met with the Leadership Advisory Council (LAC) and principal to help develop the SIP. The MTSS/RtI Leadership will meet monthly to monitor, review, and modify the SIP and share with the school's EESAC. The MTSS/RtI team provided data on: Tier 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship) and aligned processes and procedures. Andover Middle School MTSS/RtI team will continue to monitor the fidelity of the delivery of instruction and intervention. Additionally, the MTSS/RtI team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

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

Andover Middle School's Leadership Team consists of the following personnel:

Rennina Turner- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, ensures implementation of intervention is documented, and communicates with parents regarding school-based MTSS plans and activities.

Steven Hoskins and Sicily Mincey -Assistant Principals: Ensure student success in the form of increased academic achievement and positive behavior as early as possible. Ensure that the school-based team is implementing MTSS, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Melva Cogdello- Reading Department Chair/Reading Coach, Danetta Essue, and Demetras Johnson (Academic Coaches) - Provides guidance on the Comprehensive Reading Plan, facilitate and support data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Dr. Elton Lewis, Consuella Allen, Angela Preston, Priscilla Riley-Preston, April Ladd, Christina McDonald, Clara Alpert, Deneen Neilly-Johnson, and Laura Cardenas (Department Chairs): Provide information about core instruction, participate in student data collection, and collaborate with department members to implement intervention to students.

Andover Middle School's MTSS/RtI Leadership Team will also include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School staffing specialist
- School psychologist
- School social worker

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

The MTSS/RtI Leadership Team will meet once a month to engage in the following activities:

Review and analyze data and link to 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 will continue to assist the schools administration to support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Based on the above information, the team will identify professional development opportunities and resources during District approved Early Release days. The team will also continue to collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Through PLC's, the MTSS/RtI team will collaboratively plan to maintain communication with staff for input and feedback, as well as updating them on procedures and progress. The team will also continue to facilitate the process of building consensus, increasing 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

Andover Middle School's MTSS/RtI Leadership Teams purpose is to enhance data collection and data analysis utilizing Edusoft, problem solving, differentiated assistance, and progress monitoring. MTSS/RtI Leadership Team will dis aggregate, and customize data in an effort to restructure the Instructional Focus Calendar across all disciplines to guide the instructional delivery. This data will be utilized to: adjust the delivery of behavior management system, the allocation of school-based resources and to drive decisions regarding targeted professional development. Targeted data assistance will be provided via managed data sources through FAIR, Interim assessments, CELLA, Student Work, FCAT 2.0 (Reading, Writing, Math, and Science) and in-house assessments. Behavior will be addressed through data management systems such as: COGNOS, Student Case Management System, and referrals to special education programs. In addition, the school's EESAC committee will monitor and suggest any adjustments to the delivery of curriculum and instruction to meet the specific needs of all students.

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

Andover Middle school provide staff with on-going PD and support to understand basic MTSS/RtI principals and procedures in problem solving in Tiers 1, 2, and 3, utilizing problem solving worksheets and Intervention Plan. Continue to network with feeder pattern to support students.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year: 60**

Based on the results of the 2013 FCAT assessment students scoring an FCAT Level 1 or 2 in Reading and Mathematics will be placed into intensive classes. In addition, students not at mastery, who are identified as a Level 1 or 2 on the FCAT assessment will be offered assistance via the after school-tutoring program, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services. Student placement will also be determined based on results of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities and/or Collaborative Planning sessions to provide different methods instruction. The following strategies will be utilized for students in nonmastered areas. Resources and strategies provided at professional development workshops will also be utilized. Literacy strategies to incorporate reading comprehension and writing into instruction to increase content vocabulary and comprehension. In addition, strategies to incorporate explicit, systematic instruction with informal and literary text with passages. Students scoring an FCAT Level 3 or above in Reading and Mathematics, will participate in object-based learning activities provided within the core curriculum's.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Andover Middle School's testing department will create custom groups using Edusoft. This process will allow administrators and academic coaches monitor the effectiveness of strategies, once assessments are administered and scanned. The administration, academic coaches, department chairpersons, and classroom instructors will collect data, generate reports, and analyze results of student progress. All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions previously utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

The school will utilize Edusoft reports for all assessment results to determine the instructional focus of whole group lessons. Instructors will utilize Item-Analysis reports for assessments to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive intervention, remediation and instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 51-69%, and enrichment/advanced instruction to students earning 70-100%.

Who is responsible for monitoring implementation of this strategy?

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and academic coaches to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and

collaborative meetings. The principal, assistant principals, subject area coach, and/or the department chairperson will facilitate these meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Rennina L. Turner	Principal
Steven Hoskins	Assistant Principal
Sicily O. Mincey	Assistant Principal
Melva Cogdello	Reading Department Chair/Reading Coach
Elton Lewis	- Language Arts Department Chair
Consuella Allen	Science Department Chair
Danetta Essue	Science Coach
Angela Preston	Mathematics Department Chair
Demtras Johnson	Mathematics Coach
Priscilla Riley-Preston	Social Studies Department Chair
April Ladd	Enrichment Department Chair
Christina McDonald	SPED Department Chair
Clara Alpert	Media Specialist
Deneen Neilly-Johnson	Student Services Department Chair
Laura Cardenas	Testing/Technology Chair

How the school-based LLT functions

The principal, as the instructional leader of the school, will continue to support literacy instruction and promote membership on the Literacy Leadership Team by meeting once a month to discuss school-wide reading, math, and science data for students in grades six through eight.

Major initiatives of the LLT

The Literacy Leadership Team will continue to utilize data to create, monitor, and adjust academic goals for students in grades six through eight. Individuals from the Literacy Leadership Team will continuously communicate efforts with EESAC/PTSA to develop the School Improvement Plan and assist in implementing the school wide Literacy Plan with fidelity. Additionally, the school's LLT will conduct Common Core Lesson Studies to transition students and teachers for 21st Century college and career readiness.

Every Teacher Contributes to Reading Instruction

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

The LLT will create and implement a literacy plan that will be aligned with the district's CRRP. All teachers will be provided with professional development to build and ensure their knowledge basis of scientifically based reading instructional strategies. The LLT will provide support to all teachers via modeling with an emphasis placed on Reciprocal Teaching strategies and Differentiated Instruction.

Teachers will infuse these instructional strategies during the school site Literacy block embedded within the daily school schedule. Additionally, each teacher will be required to participate in professional learning communities that will take place through common planning times.

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

The Student Service Department incorporates college readiness standards into the various pathways for students to meet graduation. College Readiness standards are provided during annual student orientation and articulation sessions. Andover Middle School offer high school courses to beginning their 7th grade year. The school offers the following courses studies: Physical Science, Biology, Algebra I, and Geometry.

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

Andover Middle School guidance counselors review the expectations with students and parents during 6th grade Orientation, Open House, school website, and annual articulation.

Strategies for improving student readiness for the public postsecondary level

Andover Middle will work side by side to align policies, programs, and initiatives to advance both college readiness and college completion.

The school will continue to host and promote the following initiatives:

- Conduct annual Magnet Fairs and Articulations with feeder pattern high schools.
- Conduct annual Career Fairs with local Universities and Community Colleges.
- Conduct a needs assessment to identify student interest and set goals for post-secondary transition.
- Collaborate and provide feedback with guidance counselors to vertical align student interest into Middle School and High school.

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	53%	44%	No	57%
American Indian		0%		
Asian	54%	0%	No	59%
Black/African American	52%	44%	No	57%
Hispanic	56%	41%	No	60%
White	45%	50%	Yes	50%
English language learners	29%	19%	No	36%
Students with disabilities	24%	12%	No	32%
Economically disadvantaged	52%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	282	28%	32%
Students scoring at or above Achievement Level 4	156	16%	18%

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)		70%	73%

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)	29	34%	41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	24%	32%

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	34%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	57%	43%	No	61%
American Indian				
Asian	54%		No	59%
Black/African American	56%	42%	No	60%
Hispanic	60%	45%	No	64%
White	36%	60%	Yes	42%
English language learners	37%	26%	No	43%
Students with disabilities	28%	14%	No	35%
Economically disadvantaged	57%	42%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	28%	32%
Students scoring at or above Achievement Level 4	67	8%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		70%	75%
Middle school performance on high school EOC and industry certifications		90%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	53%	54%
Students scoring at or above Achievement Level 4	42	33%	33%

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	73	22%	27%
Students scoring at or above Achievement Level 4	20	6%	8%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	63%	63%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		32%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		50
Participation in STEM-related experiences provided for students	9	1%	50%

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	95	9%	8%
Students who fail a mathematics course	106	10%	9%
Students who fail an English Language Arts course	90	9%	8%
Students who fail two or more courses in any subject	88	9%	8%
Students who receive two or more behavior referrals	314	31%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	233	22%	21%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students in grade 6-8 achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 13% percentage points to 57%.
- G2.** The results of the 2013 FCAT Writing Test indicate that 34% of students scored Level 3.5 or higher. Our goal for the 2013-2014 schools year is increase 7 percentage to 41%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students in grade 6-8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 18% percentage points to 61%.
- G4.** The results of the 2013 Algebra EOC indicate that 53% of students assessed in grades 7-8 achieved level 3 proficiency and 33% level 4 or higher. The goal for the 2014 Algebra EOC is to increase student proficiency by 1 percentage point to 54%.
- G5.** The results of the 2013 FCAT 2.0 Science Test indicate that 28% of students in grade 8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 35%.
- G6.** The results of the 2013 Biology EOC indicate that 63% of students administered in grade 8 achieved level 3 proficiency or higher. The Science goal for the 2014 Biology EOC is to maintain student proficiency at 63% or higher.
- G7.** The goal for 2013-2014 is to increase meetings between representatives from feeder middle and high schools to discuss magnet articulation and integration of curriculum.
- G8.** The goal for the 2013-2014 school year is to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.
- G9.** The 2013 Baseline Civics data show that 0% of students were proficient. Our goal is to increase the level of proficiency on the Civics EOC to 10%. The goal for 2013-2014 Civics EOC is to have at least 50% of our seventh-graders be proficient.
- G10.** The results of 2013 Middle School Indicators 9% of students who missed 10 percent or more of available instruction time. Our goal for 2013 - 2014 school year is to decrease by 1%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students in grade 6-8 achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 13% percentage points to 57%.

Targets Supported

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

Resources Available to Support the Goal

- State Adopted Textbook
- District Pacing Guide
- Vocabulary for Success

Targeted Barriers to Achieving the Goal

- The Black, Hispanic and ED subgroups did not make their AMO for 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis- Fiction/Nonfiction due to limited exposure to descriptive and figurative language within literary text.
- The ELL and SWD subgroups did not make their AMO for 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text in order to determine the validity and reliability of information. Students need explicit and systematic instruction in English.
- Students scoring at Achievement Level 3 or above in reading, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in sixth and eighth grade. This is due to limited exposure to differentiated instruction which needs to be instituted based on interim assessments data.
- Students scoring at Achievement Level 4 or above in reading, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis- Fiction/Nonfiction. This is due to limited exposure to project based instruction, monitoring and enrichment activities to maintain high levels of proficiency.
- Students scoring not making Learning Gains, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary for students in grade. This is due to exposure and strategies to analyze words/phrases and word relationships.
- Students in Lowest 25% making learning gains in reading area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. This is due to lack of exposure and strategies with Conclusions/inferences; Main idea and Relevant details.
- According to the 2013 CELLA Listening/Speaking results, the listening section in need of the greatest improvement is the Listening Comprehension - Extended Speech. ELL students need explicit and systematic instruction in English.

Plan to Monitor Progress Toward the Goal

Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion:

Formative: Student work samples, benchmark assessments (multiple choice), Summative: 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2013 FCAT Writing Test indicate that 34% of students scored Level 3.5 or higher. Our goal for the 2013-2014 schools year is increase 7 percentage to 41%.

Targets Supported

- Writing

Resources Available to Support the Goal

- State Adopted Textbook
- District Pacing Guide
- Classzone

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Observations of students' work.

Person or Persons Responsible

MTSS/Rtl Leadership Team Principal Assistant Principal

Target Dates or Schedule:

During daily/weekly walk throughs

Evidence of Completion:

Formative: Student work, teacher feedback Summative Assessment – Results of the 2014 FCAT Writing 2.0

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students in grade 6-8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 18 percentage points to 61%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Mathematics State Adopted Textbooks
- District Pacing Guides
- Gizmos
- Khan Academy
- Edmodo

Targeted Barriers to Achieving the Goal

- The Black and ED subgroups did not make their AMO for 2013. 61% of students in the Black and ED subgroup will score at 3 or above on the 2014 Math FCAT 2.0.
- The Hispanic subgroup did not make their AMO for 2013. 64% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.
- The ELL subgroup did not make their AMO for 2013. 43% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.
- The SWD subgroup did not make their AMO for 2013. 35% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.
- Students scoring at Achievement Level 3 or above in Math, area of deficiency as demonstrated on the 2013 administration of the FCAT Mathematics Assessment was in Reporting Category 3 (Geometry and Measurement) for students in all grades (6th-8th).
- Students scoring at Achievement Level 4 or above in Math, area of deficiency as demonstrated on the 2013 administration of the FCAT Mathematics Assessment was in Reporting Category 1 (Number: Operations, Problems, and Statistics) in grade 8 and Reporting Category 3 (Statistics and Probability) was an area of deficiency for grade 7.
- Students not making Learning Gains, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 (Geometry & Measurement).
- Student in the Lowest 25% making learning gains in math area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 (Geometry & Measurement).

Plan to Monitor Progress Toward the Goal

Provide students with opportunities to participate in enrichment activities that include exploration and inquiry. Students will be able to use Gizmos, Discovery Learning and other computer software to explore and create graphs and analyze data.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Weekly Common Planning Sessions

Evidence of Completion:

Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: Results from the 2014 FCAT Math Assessment

G4. The results of the 2013 Algebra EOC indicate that 53% of students assessed in grades 7-8 achieved level 3 proficiency and 33% level 4 or higher. The goal for the 2014 Algebra EOC is to increase student proficiency by 1 percentage point to 54%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- State Adopted Textbooks
- District and Monthly assessments
- Authentic student work

Targeted Barriers to Achieving the Goal

- The area of deficiency on the 2013 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. Limited access of appropriate technology to enhance instructional delivery for these areas of deficiencies.

Plan to Monitor Progress Toward the Goal

Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and alignment to the pacing guide.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Weekly walk throughs

Evidence of Completion:

Formative: Monthly progress monitoring/assessments and District Interim Data reports Summative: Results of the 2014 Algebra EOC assessment

G5. The results of the 2013 FCAT 2.0 Science Test indicate that 28% of students in grade 8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 35%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- State Adopted Textbook
- District Pacing Guide
- Gizmo

Targeted Barriers to Achieving the Goal

- Based on student's lack of prior knowledge in previous grades as well as the inability to connect with what is taught in the classroom to actual hands-on activities and labs, it is the goal of the Andover Science Department to advance the scientific curiosity and learning of middle school students in grades 6-8 by incorporating more research-based activities into the curriculum.

Plan to Monitor Progress Toward the Goal

Principal, Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.

Person or Persons Responsible

Rennina Turner, Principal Steven Hoskins, Assistant Principal Danetta Essue, Instructional Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthrough documentation

G6. The results of the 2013 Biology EOC indicate that 63% of students administered in grade 8 achieved level 3 proficiency or higher. The Science goal for the 2014 Biology EOC is to maintain student proficiency at 63% or higher.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- State Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the Biology End-of-Year Exam was Reporting Category Heredity and Genetics.

Plan to Monitor Progress Toward the Goal

The Administration, Science Coach and Science Department Chair will be responsible for the monitoring the implementation of the identified reporting category.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Weekly during walk-throughs

Evidence of Completion:

Summative: 2014 Biology EOC Assessment

G7. The goal for 2013-2014 is to increase meetings between representatives from feeder middle and high schools to discuss magnet articulation and integration of curriculum.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- State Adopted Textbooks
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics.

Plan to Monitor Progress Toward the Goal

The LLT will monitor students' participation involving hands-on activities and projects to ensure that students are being offered opportunities to participate in competitions and apply their knowledge.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student participation in STEM-related experiences provided for students.

G8. The goal for the 2013-2014 school year is to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- District Resources

Targeted Barriers to Achieving the Goal

- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly review of District Assessment data

Evidence of Completion:

Reading data of CTE students measuring CCSS Summative: 2014 FCAT 2.0 Reading Assessment

G9. The 2013 Baseline Civics data show that 0% of students were proficient. Our goal is to increase the level of proficiency on the Civics EOC to 10%. The goal for 2013-2014 Civics EOC is to have at least 50% of our seventh-graders be proficient.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- State Adopted Textbook District Pacing Guide

Targeted Barriers to Achieving the Goal

- Based on students' prior knowledge of the Civics curriculum, we foresee that students will have a limited understanding and knowledge of Civics.

Plan to Monitor Progress Toward the Goal

Instructional coach will conduct observations of writing process and provide feedback during the debriefing session .

Person or Persons Responsible

Ms. Cogdello (Lit. Coach)

Target Dates or Schedule:

10/28/13

Evidence of Completion:

Coaching Log

G10. The results of 2013 Middle School Indicators 9% of students who missed 10 percent or more of available instruction time. Our goal for 2013 - 2014 school year is to decrease by 1%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Attendance Bulletin Truancy Report Electronic Gradebook COGNOS reports Truancy Referral Report

Targeted Barriers to Achieving the Goal

- Excused absences have increased from the previous year.

Plan to Monitor Progress Toward the Goal

Recognize students with perfect attendance.

Person or Persons Responsible

Assistant Principal Team Leaders Activities Director

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Cognos

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students in grade 6-8 achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 13% percentage points to 57%.

G1.B1 The Black, Hispanic and ED subgroups did not make their AMO for 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis- Fiction/Nonfiction due to limited exposure to descriptive and figurative language within literary text.

G1.B1.S1 Teachers will incorporate explicit, systematic instruction in all core content areas through the Gradual Release model. Students will put more emphasis on reading closely to identify relevant details that support the main idea.

Action Step 1

Teachers will incorporate explicit, systematic instruction in all core content areas through the Gradual Release model. Students will put more emphasis on reading closely to identify relevant details that support the main idea.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning. District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Facilitator:

Reading Coach

Participants:

Teachers

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

Following the FCIM model review of student data reports and the instructional focus calendar will be adjusted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monitoring monthly by LLT Continue weekly collaboration with teachers through department meetings.

Evidence of Completion

Formative: Student work samples, chapter test, and district interim assessments. Summative: 2014 FCAT 2.0 reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Administrators will monitor lesson plans aligned to District Pacing Guides and IFC's during walk-throughs.

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Weekly Common Planning Sessions

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), District Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B1.S2 Identify the lowest 35% of students and develop a strategic plan to meet the needs of students who are disfluent. Utilize students' patterns and profiles to provide meaningful instruction for lowest 35% of students.

Action Step 1

Identify the lowest 35% of students to determine students in need of targeted instruction.

Person or Persons Responsible

Ms. Cogdello (Ins. Coach)

Target Dates or Schedule

09/23/2013

Evidence of Completion

- Documentation of identified students

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

Review the FAIR patterns/ profiles and ORF/TRE to determine specific disfluent students who need additional targeted instruction on phonics, phonemic awareness, orthography.

Person or Persons Responsible

Ms. Cogdello (Ins. Coach)

Target Dates or Schedule

09/24/2013

Evidence of Completion

- Documentation of identified students

Plan to Monitor Effectiveness of G1.B1.S2

Monitor small group instruction for DI, interventions, & ORF/TRE data of identified students to ensure that instruction is meaningful, and plan next steps for improvement.

Person or Persons Responsible

Ms. Cogdello (Ins. Coach) Ms. Mincey (APC)

Target Dates or Schedule

10/12/2013

Evidence of Completion

- ORF/TRE results ○ Documentation of Next Steps ○ Coaching Logs

G1.B2 The ELL and SWD subgroups did not make their AMO for 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text/ Research Process due to limited exposure to informational text in order to determine the validity and reliability of information. Students need explicit and systematic instruction in English.

G1.B2.S1 Infuse a variety of Higher Order Thinking strategies into the delivery of instruction in Reading and Writing in the lesson and the instructional delivery that supports critical thinking, problem-solving and student accountable talks.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will provide students with practice locating and verifying details, critically analyzing and synthesizing details to correct conclusions and help students to build stronger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), Summative: 2014 FCAT 2.0 Reading

Facilitator:

Reading Coach

Participants:

Teachers

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

Monthly assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly assessment data will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Formative Assessment – District Baseline data and Interim Assessments Summative Assessment – Results of the 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Monthly assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly review of interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim

Assessments Summative: 2014 FCAT 2.0 Reading

G1.B3 Students scoring at Achievement Level 3 or above in reading, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in sixth and eighth grade. This is due to limited exposure to differentiated instruction which needs to be instituted based on interim assessments data.

G1.B3.S1 Utilize data to set goals, provide intervention and enrichment, and differentiate instruction to meet the various needs of students.

Action Step 1

Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, District Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Facilitator:

Reading Coacy

Participants:

Teachers

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

Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, District Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Teacher data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B3.S2 Provide strategic activities/ actions during common planning that will promote alignment of objective to effective instructional delivery.

Action Step 1

Conduct a Professional Development that explains and promotes activities that align the objective to effective instructional delivery.

Person or Persons Responsible

Kai Walker (CSS)

Target Dates or Schedule

10/7/2013

Evidence of Completion

○ Common planning agenda/sign-in sheet ○ Modified common planning Framework ○ Common planning calendar ○ Coaching Log/Calendar ○ CSS Support Documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Conduct common planning sessions to model and facilitate the process of effectively unwrapping the benchmark, aligning pacing guides, IFC, program resources, and data to create effective and aligned activities. • Identify teachers in need of additional support with aligning objectives to effective instructional delivery.

Person or Persons Responsible

Ms. Cogdello (Ins. Coach)

Target Dates or Schedule

10/12/2013

Evidence of Completion

○ Common planning agenda/sign-in sheet ○ Unwrapping Benchmark worksheet ○ Coaching Log/Calendar ○ CSS Support Documentation ○ List of Identified Teachers

Plan to Monitor Effectiveness of G1.B3.S2

Attend common planning sessions to monitor implementation of modified common planning schedule and alignment of resources

Person or Persons Responsible

Ms. Mincey (APC)

Target Dates or Schedule

10/24/2013

Evidence of Completion

○ Walkthrough Documentation ○ Development of next steps (for teachers in need of additional support)

G1.B4 Students scoring at Achievement Level 4 or above in reading, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis- Fiction/ Nonfiction. This is due to limited exposure to project based instruction, monitoring and enrichment activities to maintain high levels of proficiency.

G1.B4.S1 Student should practice analyzing text and complete projects that connect themes and information from the text to themselves and the real world. Teachers will provide a variety of instructional strategies to reinforce the process of critically analyzing text and synthesizing details to draw correct conclusions using Note-Taking Skills, Questioning the Author Summarizing Activities, Opinion Proofs, and provide students with a variety of rich text samples to demonstrate and practice the use of the strategies.

Action Step 1

Student should practice analyzing text and complete projects that connect themes and information from the text to themselves and the real world.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work and District Assessments Summative: 2014 FCAT 2.0 Reading Assessment

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

Following the FCIM model review of student data reports and the instructional focus calendar will be adjusted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monitoring monthly by LLT Continue weekly collaboration with teachers through department meetings.

Evidence of Completion

Formative: Student work samples chapter test, and district interim assessments. Summative: 2014 FCAT 2.0 reading Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Administrators will monitor lesson plans aligned to District Pacing Guides and IFC's during walk-throughs.

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Weekly Common Planning Sessions

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), District Assessments

Summative: 2014 FCAT 2.0 Reading Assessment

G1.B5 Students scoring not making Learning Gains, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary for students in grade. This is due to exposure and strategies to analyze words/phrases and word relationships.

G1.B5.S1 Infuse a variety of Higher Order Thinking strategies into the delivery of instruction in Reading and Writing in the lesson and the instructional delivery that supports critical thinking, problem-solving and student accountable talks.

Action Step 1

Implement a professional development during common planning which includes the use of active learning strategies such as: • Let's Get Talking • Stop and Jot • Think, Pair, Share

Person or Persons Responsible

Ms. Cogdello (Ins. Coach)

Target Dates or Schedule

09/26/2013

Evidence of Completion

Common planning sign-in and agenda Professional Development Materials (handouts, Powerpoint)

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

Monthly assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly assessment data will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B5.S1

Monthly assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly review of interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: 2014 FCAT 2.0 Reading

G1.B5.S2 Infuse systems decided on in Common Planning into all Reading, Language Arts, Writing, and Social Studies classrooms to facilitate active learning strategies to increase student engagement.

Action Step 1

1. Implement a professional development during common planning which includes the use of active learning strategies such as: • Let's Get Talking • Stop and Jot • Think, Pair, Share

Person or Persons Responsible

Ms. Cogdello (Ins. Coach)

Target Dates or Schedule

09/26/2013

Evidence of Completion

Common planning sign-in and agenda Professional Development Materials (handouts, Powerpoint)

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Conduct walkthroughs to identify teachers in need of support with implementation of active learning strategies.

Person or Persons Responsible

Ms. Mincey (APC) Ms. Turner (P)

Target Dates or Schedule

10/24/2013

Evidence of Completion

Walkthrough documentation List of identified teachers

Plan to Monitor Effectiveness of G1.B5.S2

Instructional Coach will model a lesson using specific active learning strategies with identified literacy teachers

Person or Persons Responsible

Ms. Cogdello (Ins. Coach)

Target Dates or Schedule

10/09/2013

Evidence of Completion

○ Common Planning lesson plan ○ Agenda & sign-in sheets ○ Coaches Logs

G1.B6 Students in Lowest 25% making learning gains in reading area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. This is due to lack of exposure and strategies with Conclusions/inferences; Main idea and Relevant details.

G1.B6.S1 Infuse a variety of Higher Order Thinking Strategies into the lessons of Reading, Language Arts and Social Studies classrooms that ensures instructional delivery is taking place that supports critical thinking, problem solving and student accountable talk.

Action Step 1

Conduct a Mini Professional-Development for Reading, LA, and Social Studies departments that demonstrates the process of unwrapping a benchmark into student-friendly daily-doable objectives, and that incorporates high-order questioning into lessons.

Person or Persons Responsible

Mr. Penberthy (CSS) Kai Walker (CSS)

Target Dates or Schedule

10/28/2013

Evidence of Completion

○ Documentation of Unwrapping the Benchmark Template ○ Professional Development Sign-In and Agenda ○ Coaching Logs

Facilitator:

Mr. Penberthy (CSS) Kai Walker (CSS)

Participants:

Language Arts, Reading, and Social Studies Departments

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

Support teachers in creating activities that are aligned to the standards, the daily-doable objectives, and the essential questions that incorporate high-order questioning into instructional routines.

Person or Persons Responsible

Ms. Cogdello (Literacy Coach) Ms. Walker (CSS)

Target Dates or Schedule

10/29/2013

Evidence of Completion

○ Coaching Logs ○ Detailed Lesson Plans

Plan to Monitor Effectiveness of G1.B6.S1

Conduct Walkthroughs in the classrooms of identified teachers to monitor the incorporation of aligned, high-order questioning.

Person or Persons Responsible

Ms. Turner (Principal) Ms. Mincey (AP)

Target Dates or Schedule

10/29/2013

Evidence of Completion

- Walkthrough Documentation
- Documentation of next steps (for teachers in need of additional support)
- Detailed Lesson Plans
- Student Product and Folders

G1.B7 According to the 2013 CELLA Listening/Speaking results, the listening section in need of the greatest improvement is the Listening Comprehension - Extended Speech. ELL students need explicit and systematic instruction in English.

G1.B7.S1 The ELL teacher will incorporate modeling, Teacher Lead Groups, Brainstorming and Think Alouds to reinforce skills needed for higher student performance in this area.

Action Step 1

Students should build their background knowledge through the use of videos, class discussions, oral presentations, and Discovery Education. Teachers will Include differentiated instruction in classrooms to target skill deficiencies.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: 2014 FCAT 2.0 Reading

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

Administrative team will review student data and in-class assessment to determine effectiveness of strategies implemented.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B7.S1

Administrative team will review student data and in-class assessment to determine effectiveness of strategies implemented.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing review of interim and other assessment data in order to make adjustments to instruction.

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) Summative: 2014 CELLA Assessment

G2. The results of the 2013 FCAT Writing Test indicate that 34% of students scored Level 3.5 or higher. Our goal for the 2013-2014 schools year is increase 7 percentage to 41%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Provide instruction of the various modalities of writing throughout the writing process from start to finish i.e. prewriting, drafting, revising, conferencing, editing, and publishing.

Action Step 1

Students should write routinely over extended time frames (a single sitting or a day or two) for a range of disciplines-specific tasks, purposes, and audiences. Teachers should aide students in identifying the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly writing prompts to monitor students' progress and adjust focus as needed.

Evidence of Completion

Formative: District Baseline data and Student scores on monthly writing prompts and post test.
Summative: 2014 FCAT Writing Test

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

Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly assessment data will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Formative Assessment – District Baseline data and monthly writing prompts
Summative Assessment – Results of the 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Continue weekly collaboration with teachers through department meetings and reviewing student data.

Evidence of Completion

Formative: District Baseline data and monthly writing prompts Summative: 2014 FCAT Writing Test

G2.B1.S2 Implement the writing process (pre-writing and drafting) through the English/Language Arts and Civics classes in support of writing.

Action Step 1

Conduct a professional development for 8th Grade ELA and Civics in support of writing teachers on the writing process with a specific focus on pre-writing and drafting as well as infusing creative approaches to writing.

Person or Persons Responsible

Mr. Telio Gutierrez (CSS) Ms. Cogdello (Lit. Coach)

Target Dates or Schedule

10/15/13

Evidence of Completion

- PD materials (handouts, Powerpoint)

Facilitator:

Mr. Telio Gutierrez (CSS)

Participants:

Language Arts and Civics teachers

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

Instructional coach will model the implementation of the pre-writing and drafting process as well as infusing creative approaches to writing in the classroom that support writing.

Person or Persons Responsible

Ms. Cogdello (Lit. Coach)

Target Dates or Schedule

10/28/13

Evidence of Completion

- Coaching Log

Plan to Monitor Effectiveness of G2.B1.S2

Conduct walkthrough to monitor implementation of the pre-writing and drafting process as well as creative approaches to writing in Creative Writing class and Civics in support of writing class.

Person or Persons Responsible

Ms. Mincey (APC)

Target Dates or Schedule

10/28/13

Evidence of Completion

- Walkthrough Documentation ○ Documentation of next steps (for teachers in need of additional support)

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students in grade 6-8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 18% percentage points to 61%.

G3.B1 The Black and ED subgroups did not make their AMO for 2013. 61% of students in the Black and ED subgroup will score at 3 or above on the 2014 Math FCAT 2.0.

G3.B1.S1 Teachers will consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students.

Action Step 1

Student should apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Teachers should provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), District Interim Assessments Summative: 2014 FCAT 2.0 Math Assessment

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

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monitoring monthly by LLT and continue weekly collaboration with teachers through department meetings.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly monitoring to ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

G3.B2 The Hispanic subgroup did not make their AMO for 2013. 64% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.

G3.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Students should be able to use Gizmos, Discovery Learning and other computer software to explore and create graphs and analyze data. Teachers will develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Facilitator:

Math Coach

Participants:

Teachers

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

Adjust Instructional Focus Calendars (IFC) to target specific benchmarks. Review lesson plans and student folders during administrative walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monitor weekly to ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs

Evidence of Completion

Formative: Student work samples, chapter test, and district interim assessments. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Adjust Instructional Focus Calendars (IFC) to target specific benchmarks. Review lesson plans and student folders during administrative walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monitor weekly to ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs

Evidence of Completion

Formative: Student work samples, chapter test, and district interim assessments. Summative: 2014 FCAT 2.0 Math Assessment

G3.B3 The ELL subgroup did not make their AMO for 2013. 43% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.

G3.B3.S1 Teachers will consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students.

Action Step 1

Student should apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Teachers should provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), District Interim Assessments Summative: 2014 FCAT 2.0 Math Assessment

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

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monitoring monthly by LLT and continue weekly collaboration with teachers through department meetings.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs.

Person or Persons Responsible

Target Dates or Schedule

Monitoring monthly by LLT and continue weekly collaboration with teachers through department meetings.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

G3.B4 The SWD subgroup did not make their AMO for 2013. 35% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.

G3.B4.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Teachers will implement active and collaborative learning strategies to maximize student engagement and hold students accountable throughout the lesson-delivery of the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

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

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly review of lesson plans during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly review of lesson plans during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

G3.B5 Students scoring at Achievement Level 3 or above in Math, area of deficiency as demonstrated on the 2013 administration of the FCAT Mathematics Assessment was in Reporting Category 3 (Geometry and Measurement) for students in all grades (6th-8th).

G3.B5.S1 Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

Action Step 1

Conduct a professional development on Bell-to-Bell instructional routines and pacing that follows the Gradual Release of Responsibility Model

Person or Persons Responsible

Math Teachers Demetras Johnson, Math Coach

Target Dates or Schedule

October 4th, 2013

Evidence of Completion

Department meeting agenda and sign-in Professional development materials- (PD presentation, handouts, materials)

Facilitator:

Demetras Johnson, Math Coach

Participants:

Math Teachers

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

Follow-up on implementation of the Gradual Release of Responsibility Model and prioritize teachers for additional support.

Person or Persons Responsible

LLT Demetras Johnson, Math Coach

Target Dates or Schedule

October 9th, 2013

Evidence of Completion

Teacher prioritizing documentation Walkthrough documentation Detailed lesson plans Fidelity to instructional pacing

Plan to Monitor Effectiveness of G3.B5.S1

Conduct a collaborative planning session on direct instruction with a focus on pacing and checking for student understanding.

Person or Persons Responsible

LLT Demetras Johnson, Math Coach

Target Dates or Schedule

October 18th, 2013

Evidence of Completion

Planning session agenda/reflection Detailed lesson plans

G3.B6 Students scoring at Achievement Level 4 or above in Math, area of deficiency as demonstrated on the 2013 administration of the FCAT Mathematics Assessment was in Reporting Category 1 (Number: Operations, Problems, and Statistics) in grade 8 and Reporting Category 3 (Statistics and Probability) was an area of deficiency for grade 7.

G3.B6.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Provide opportunities for students to reflect on the concepts that they learn. Teachers will provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Assessment

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

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly review of lesson plans and student folders during administrative walk-throughs

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly review of lesson plans and student folders during administrative walk-throughs

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Assessment

G3.B7 Students not making Learning Gains, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 (Geometry & Measurement).

G3.B7.S1 Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Assessment

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

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs Adjust Instructional Focus Calendars (IFC) to target specific benchmarks. Review lesson plans during administrative walk-throughs

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G3.B7.S1

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks. Review lesson plans during administrative walk-throughs.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

G3.B8 Student in the Lowest 25% making learning gains in math area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 (Geometry & Measurement).

G3.B8.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on determining the surface area and volume of prisms, pyramids, and cylinders and conversions within measurement systems.

Action Step 1

Students should classify and determine the measures of angles, including angles in polygons and angles created by intersecting lines. Teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Fidelity of Implementation of G3.B8.S1

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks. Review lesson plans during administrative walk-throughs.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G3.B8.S1

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ensure that lesson plans are aligned to the District Pacing Guide during administrative walk-throughs. Adjust Instructional Focus Calendars (IFC) to target specific benchmarks. Review lesson plans during administrative walk-throughs.

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

G4. The results of the 2013 Algebra EOC indicate that 53% of students assessed in grades 7-8 achieved level 3 proficiency and 33% level 4 or higher. The goal for the 2014 Algebra EOC is to increase student proficiency by 1 percentage point to 54%.

G4.B1 The area of deficiency on the 2013 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. Limited access of appropriate technology to enhance instructional delivery for these areas of deficiencies.

G4.B1.S1 Integration of the graphing calculator as a tool for exploration and investigation. Mathematics teachers will attend the training for the Algebra I. Utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Algebra 1 related benchmarks. Utilize direct instruction of academic vocabulary using graphic organizers and vocabulary notebooks.

Action Step 1

Students should solve algebraic proportions in real-world and mathematical contexts and quadratic equations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly Common Planning sessions

Evidence of Completion

Formative: Monthly progress monitoring/assessments and District Interim Data reports
Summative: Results of the 2014 Algebra EOC assessment

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

Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and alignment to the pacing guide.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly walkthroughs

Evidence of Completion

Formative: Monthly progress monitoring/assessments and District Interim Data reports
Summative: Results of the 2014 Algebra EOC assessment

Plan to Monitor Effectiveness of G4.B1.S1

Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and alignment to the pacing guide.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly walk throughs

Evidence of Completion

Formative: Monthly progress monitoring/assessments and District Interim Data reports Summative: Results of the 2014 Algebra EOC assessment

G5. The results of the 2013 FCAT 2.0 Science Test indicate that 28% of students in grade 8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 35%.

G5.B1 Based on student's lack of prior knowledge in previous grades as well as the inability to connect with what is taught in the classroom to actual hands-on activities and labs, it is the goal of the Andover Science Department to advance the scientific curiosity and learning of middle school students in grades 6-8 by incorporating more research-based activities into the curriculum.

G5.B1.S1 Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

Action Step 1

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model.

Person or Persons Responsible

Danetta Essue, Instructional Coach Steven Hoskins, Assistant Principal Rennina Turner, Principal
All teachers

Target Dates or Schedule

9/26/13

Evidence of Completion

Professional development rosters Professional development deliverable, (PD presentation, handouts, materials)

Facilitator:

Danetta Essue, Instructional Coach

Participants:

All Science teachers

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

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify teachers in need of additional support.

Person or Persons Responsible

Danetta Essue, Instructional Coach Steven Hoskins, Assistant Principal Rennina Turner, Principal

Target Dates or Schedule

10/2/13

Evidence of Completion

Teacher tiering documentation Walkthrough documentation Detailed lesson plans Teacher's fidelity to instructional pacing

Plan to Monitor Effectiveness of G5.B1.S1

ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach.

Person or Persons Responsible

Rennina Turner, Principal Steven Hoskins, Assistant Principal ETO Support Team - Melissa Martinez (IS) - Seren Evans (CSS)

Target Dates or Schedule

10/4/13

Evidence of Completion

ETO feedback and reflection on support document Instructional Coach reflections on coaching logs
Administrative reflections on coaching logs

G5.B1.S2 Assess and develop student's understanding concepts by asking questions that require them to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

Action Step 1

Student should write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards. The department as a whole will analyze and disaggregate monthly and quarterly assessment data and make adjustments to the instructional focus calendar as it relates to the needs of the students in grades 6-8.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly Common Planning Sessions with Science Coach Weekly Department Meetings

Evidence of Completion

Formative: Student work samples, District Interims, Science Probes, and project based learning.
Summative: 2014 FCAT 2.0 Science Assessment

Facilitator:

Science Coach

Participants:

Teachers

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

Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly Common Planning Sessions with Science Coach Weekly Department Meetings

Evidence of Completion

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips. Summative: 2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G5.B1.S2

Continue weekly collaboration with teachers to dialogue student progress and departmental focus. In addition, continue weekly cadre meetings to address benchmarks targeted across disciplines.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly during Common Planning Sessions with Science Coach

Evidence of Completion

Formative: Student work samples, District Interims, Science Probes, and project based learning.
Summative: 2014 FCAT 2.0 Science Assessment

G6. The results of the 2013 Biology EOC indicate that 63% of students administered in grade 8 achieved level 3 proficiency or higher. The Science goal for the 2014 Biology EOC is to maintain student proficiency at 63% or higher.

G6.B1 The area of deficiency as noted on the 2013 administration of the Biology End-of-Year Exam was Reporting Category Heredity and Genetics.

G6.B1.S1 Based on student's lack of prior knowledge Heredity and Genetics as it relates to time constraints, for the 2013-2014 school year, students will perform an on-going research project on Genetics through the use of Andover's School Garden and Cross Breeding.

Action Step 1

Students should have opportunities to participate in scientific enrichment activities, after-school tutorials, and science clubs. Teachers will provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities and the ability to identify variables related to the successful outcome of Hybrid Plants.

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

Administrator will be review and analyze data from Quarterly, Monthly and Chapter Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly Department meetings

Evidence of Completion

Formative: Student work samples, District Interim Assessments, Science Probes, and project based learning. Summative: 2014 Biology EOC Assessment

Plan to Monitor Effectiveness of G6.B1.S1

The Administration, Science Coach and Science Department Chair will be responsible for the monitoring the implementation of the identified reporting category.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly during walk throughs

Evidence of Completion

Summative: 2014 Biology EOC Assessment

G7. The goal for 2013-2014 is to increase meetings between representatives from feeder middle and high schools to discuss magnet articulation and integration of curriculum.

G7.B1 Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics.

G7.B1.S1 Engineering and mathematical benchmarks based on item specifications will be addressed during Math and Science courses. Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics.

Action Step 1

Student should complete quarterly Thematic units in all core subjects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student participation in the number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs).

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

Monitoring of STEM initiatives

Person or Persons Responsible

Administration Science Coach/Science Department Chair Math Coach/Math Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G7.B1.S1

Monitoring effectiveness of STEM initiatives

Person or Persons Responsible

Administration Science Coach/Science Department Chair Math Coach/Math Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment

G8. The goal for the 2013-2014 school year is to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G8.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12.

G8.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, (possibly between Science and CTE for for CCSS Range of Reading and Level of Text Complexity Standards.)

Action Step 1

Students will create classroom projects that demonstrate the development of the practical work skills. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher made tests and projects.

Facilitator:

Science Coach Math Coach Reading Coach

Participants:

Teachers

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

Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly walkthroughs

Evidence of Completion

Teacher made tests and projects.

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly review of District Assessment data

Evidence of Completion

Reading data of CTE students measuring CCSS Summative: 2014 FCAT 2.0 Reading Assessment

G9. The 2013 Baseline Civics data show that 0% of students were proficient. Our goal is to increase the level of proficiency on the Civics EOC to 10%. The goal for 2013-2014 Civics EOC is to have at least 50% of our seventh-graders be proficient.

G9.B1 Based on students' prior knowledge of the Civics curriculum, we foresee that students will have a limited understanding and knowledge of Civics.

G9.B1.S1 Infuse a variety of Higher Order Thinking Strategies into the lessons of Reading, Language Arts and Social Studies classrooms that ensures instructional delivery is taking place that supports critical thinking, problem solving and student accountable talk.

Action Step 1

Conduct a Mini Professional-Development for Reading, LA, and Social Studies departments that demonstrates the process of unwrapping a benchmark into student-friendly daily-doable objectives, and that incorporates high-order questioning into lessons.

Person or Persons Responsible

Mr. Penberthy (CSS) Kai Walker (CSS)

Target Dates or Schedule

10/28/2013

Evidence of Completion

Documentation of Unwrapping the Benchmark Template Professional Development Sign-In and Agenda Coaching Logs

Facilitator:

Mr. Penberthy (CSS) Kai Walker (CSS)

Participants:

Social Studies Teachers LA Teachers

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

Support teachers in creating activities that are aligned to the standards, the daily-doable objectives, and the essential questions that incorporate high-order questioning into instructional routines.

Person or Persons Responsible

Ms. Cogdello (Literacy Coach)

Target Dates or Schedule

10/29/2013

Evidence of Completion

Coaching Logs Detailed Lesson Plans

Plan to Monitor Effectiveness of G9.B1.S1

Determine teachers that need additional support in creating and implementing activities that incorporate high-order questioning into instructional routines.

Person or Persons Responsible

Ms. Cogdello (Literacy Coach)

Target Dates or Schedule

10/29/2013

Evidence of Completion

Coaching Logs Documentation of Identified Teachers

G9.B1.S2 Implement the writing process (pre-writing and drafting) through the English/Language Arts and Civics classes in support of writing.

Action Step 1

Instructional coach will model the implementation of the pre-writing and drafting process as well as infusing creative approaches to writing in the classroom that support writing.

Person or Persons Responsible

Ms. Cogdello (Lit. Coach)

Target Dates or Schedule

10/28/13

Evidence of Completion

Coaching Log

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

Conduct walkthrough to gauge current delivery of the writing process in 8th grade ELA and Civics in support of writing classes.

Person or Persons Responsible

Mr. Telio Gutierrez (CSS) Ms. Mincey (APC)

Target Dates or Schedule

10/02/2013

Evidence of Completion

Instructional Review Documentation

Plan to Monitor Effectiveness of G9.B1.S2

Conduct walkthrough to monitor implementation of the pre-writing and drafting process as well as creative approaches to writing in Creative Writing class and Civics in support of writing class.

Person or Persons Responsible

Ms. Mincey (APC)

Target Dates or Schedule

10/28/13

Evidence of Completion

Walkthrough Documentation Documentation of next steps (for teachers in need of additional support)

G10. The results of 2013 Middle School Indicators 9% of students who missed 10 percent or more of available instruction time. Our goal for 2013 - 2014 school year is to decrease by 1%.

G10.B1 Excused absences have increased from the previous year.

G10.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services. Identify and refer Contact parents of truancy student through Connect-Ed.

Action Step 1

Inform parents of attendance policies and procedures notifications in opening of school and open house.

Person or Persons Responsible

Student Service Department Community Involvement Specialist (CIS) Assistant Principal Team
Leaders Activities Director

Target Dates or Schedule

Monthly

Evidence of Completion

Daily review of the attendance bulletins to reduce the number of unexcused absences.

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

Tie attendance to student activities. Students with excessive absences and tardies.

Person or Persons Responsible

Assistant Principal Team Leaders Activities Director Community Involvement Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Monitor the Truancy Referral Report and identify student with decreased absences.

Plan to Monitor Effectiveness of G10.B1.S1

Conduct parent workshops in their home language to clarify cultural and educational difference with current District Policies.

Person or Persons Responsible

Assistant Principal Team Leaders Activities Director Community Involvement Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets

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

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

Title I, Part C- Migrant

Andover Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated through district Drop-out Prevention programs.

Title II

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

- training to MTSS/RtI qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Additionally, tutorial programs, coaching and mentoring for ELL and content area teachers are provided.

Title VI, Part B – NA

Title X- Homeless

Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Andover Middle School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST specialists.

Andover Middle School implements the District's Bullying and Harassment Policy Curriculum through Social Studies classes, Student Services Department and through daily Character Development announcements via CCTV.

Nutrition Programs

- 1) The Andover 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 and Health Science Academy.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Continue to promote the Healthy Generation initiative at the school-site through the Physical Education Department, Food Services, and Enrichment Department.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education

Andover Middle School infuses Career Pathways and Programs of Study for students through our specialized Music, Business, Exploring Technology and Health known as (M-BETH). These programs consist of various curriculum courses and modules, which allow students an opportunity to complete an academy program. As a result, students have a better understanding and appreciation of postsecondary opportunities. Upon completion, students will be able to plan and acquire the skills necessary to advance in those opportunities.

Job Training

Not Applicable

Other

As a Title I school for the past two years, Andover Middle School successfully involved parents in the

planning and implementation of the Title I Program and extended an open invitation to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The school will continuously involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Andover Middle School in conjunction with the Community Involvement Specialist will continue to increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and Reporting requirements. The school will continue to conduct informal parent surveys to determine the specific needs of our parents, schedule workshops, and provide Parent Academy Courses. We will continue to provide flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. School Improvement Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students in grade 6-8 achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 13% percentage points to 57%.

G1.B1 The Black, Hispanic and ED subgroups did not make their AMO for 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis- Fiction/Nonfiction due to limited exposure to descriptive and figurative language within literary text.

G1.B1.S1 Teachers will incorporate explicit, systematic instruction in all core content areas through the Gradual Release model. Students will put more emphasis on reading closely to identify relevant details that support the main idea.

PD Opportunity 1

Teachers will incorporate explicit, systematic instruction in all core content areas through the Gradual Release model. Students will put more emphasis on reading closely to identify relevant details that support the main idea.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning. District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B2 The ELL and SWD subgroups did not make their AMO for 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text/ Research Process due to limited exposure to informational text in order to determine the validity and reliability of information. Students need explicit and systematic instruction in English.

G1.B2.S1 Infuse a variety of Higher Order Thinking strategies into the delivery of instruction in Reading and Writing in the lesson and the instructional delivery that supports critical thinking, problem-solving and student accountable talks.

PD Opportunity 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will provide students with practice locating and verifying details, critically analyzing and synthesizing details to correct conclusions and help students to build stronger arguments to support their answers.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice), Summative: 2014 FCAT 2.0 Reading

G1.B3 Students scoring at Achievement Level 3 or above in reading, area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in sixth and eighth grade. This is due to limited exposure to differentiated instruction which needs to be instituted based on interim assessments data.

G1.B3.S1 Utilize data to set goals, provide intervention and enrichment, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies.

Facilitator

Reading Coacy

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, District Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B6 Students in Lowest 25% making learning gains in reading area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. This is due to lack of exposure and strategies with Conclusions/inferences; Main idea and Relevant details.

G1.B6.S1 Infuse a variety of Higher Order Thinking Strategies into the lessons of Reading, Language Arts and Social Studies classrooms that ensures instructional delivery is taking place that supports critical thinking, problem solving and student accountable talk.

PD Opportunity 1

Conduct a Mini Professional-Development for Reading, LA, and Social Studies departments that demonstrates the process of unwrapping a benchmark into student-friendly daily-doable objectives, and that incorporates high-order questioning into lessons.

Facilitator

Mr. Penberthy (CSS) Kai Walker (CSS)

Participants

Language Arts, Reading, and Social Studies Departments

Target Dates or Schedule

10/28/2013

Evidence of Completion

○ Documentation of Unwrapping the Benchmark Template ○ Professional Development Sign-In and Agenda ○ Coaching Logs

G2. The results of the 2013 FCAT Writing Test indicate that 34% of students scored Level 3.5 or higher. Our goal for the 2013-2014 schools year is increase 7 percentage to 41%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S2 Implement the writing process (pre-writing and drafting) through the English/Language Arts and Civics classes in support of writing.

PD Opportunity 1

Conduct a professional development for 8th Grade ELA and Civics in support of writing teachers on the writing process with a specific focus on pre-writing and drafting as well as infusing creative approaches to writing.

Facilitator

Mr. Telio Gutierrez (CSS)

Participants

Language Arts and Civics teachers

Target Dates or Schedule

10/15/13

Evidence of Completion

- PD materials (handouts, Powerpoint)

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students in grade 6-8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 18% percentage points to 61%.

G3.B2 The Hispanic subgroup did not make their AMO for 2013. 64% of students in the Hispanic subgroup will score at 3 or above on the 2014 Math FCAT 2.0.

G3.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

PD Opportunity 1

Students should be able to use Gizmos, Discovery Learning and other computer software to explore and create graphs and analyze data. Teachers will develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Review Baseline Assessments, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2014 FCAT 2.0 Math Assessment

G3.B5 Students scoring at Achievement Level 3 or above in Math, area of deficiency as demonstrated on the 2013 administration of the FCAT Mathematics Assessment was in Reporting Category 3 (Geometry and Measurement) for students in all grades (6th-8th).

G3.B5.S1 Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

PD Opportunity 1

Conduct a professional development on Bell-to-Bell instructional routines and pacing that follows the Gradual Release of Responsibility Model

Facilitator

Demetras Johnson, Math Coach

Participants

Math Teachers

Target Dates or Schedule

October 4th, 2013

Evidence of Completion

Department meeting agenda and sign-in Professional development materials- (PD presentation, handouts, materials)

G5. The results of the 2013 FCAT 2.0 Science Test indicate that 28% of students in grade 8 achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 35%.

G5.B1 Based on student's lack of prior knowledge in previous grades as well as the inability to connect with what is taught in the classroom to actual hands-on activities and labs, it is the goal of the Andover Science Department to advance the scientific curiosity and learning of middle school students in grades 6-8 by incorporating more research-based activities into the curriculum.

G5.B1.S1 Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

PD Opportunity 1

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model.

Facilitator

Danetta Essue, Instructional Coach

Participants

All Science teachers

Target Dates or Schedule

9/26/13

Evidence of Completion

Professional development rosters Professional development deliverable, (PD presentation, handouts, materials)

G5.B1.S2 Assess and develop student's understanding concepts by asking questions that require them to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

PD Opportunity 1

Student should write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards. The department as a whole will analyze and disaggregate monthly and quarterly assessment data and make adjustments to the instructional focus calendar as it relates to the needs of the students in grades 6-8.

Facilitator

Science Coach

Participants

Teachers

Target Dates or Schedule

Weekly Common Planning Sessions with Science Coach Weekly Department Meetings

Evidence of Completion

Formative: Student work samples, District Interims, Science Probes, and project based learning.
Summative: 2014 FCAT 2.0 Science Assessment

G8. The goal for the 2013-2014 school year is to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G8.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12.

G8.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, (possibly between Science and CTE for for CCSS Range of Reading and Level of Text Complexity Standards.)

PD Opportunity 1

Students will create classroom projects that demonstrate the development of the practical work skills. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.

Facilitator

Science Coach Math Coach Reading Coach

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher made tests and projects.

G9. The 2013 Baseline Civics data show that 0% of students were proficient. Our goal is to increase the level of proficiency on the Civics EOC to 10%. The goal for 2013-2014 Civics EOC is to have at least 50% of our seventh-graders be proficient.

G9.B1 Based on students' prior knowledge of the Civics curriculum, we foresee that students will have a limited understanding and knowledge of Civics.

G9.B1.S1 Infuse a variety of Higher Order Thinking Strategies into the lessons of Reading, Language Arts and Social Studies classrooms that ensures instructional delivery is taking place that supports critical thinking, problem solving and student accountable talk.

PD Opportunity 1

Conduct a Mini Professional-Development for Reading, LA, and Social Studies departments that demonstrates the process of unwrapping a benchmark into student-friendly daily-doable objectives, and that incorporates high-order questioning into lessons.

Facilitator

Mr. Penberthy (CSS) Kai Walker (CSS)

Participants

Social Studies Teachers LA Teachers

Target Dates or Schedule

10/28/2013

Evidence of Completion

Documentation of Unwrapping the Benchmark Template Professional Development Sign-In and Agenda Coaching Logs

Appendix 2: Budget to Support School Improvement Goals