



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

W. R. Thomas Middle School

13001 SW 26TH ST

Miami, FL 33175

305-995-3800

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

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
77%

Alternative/ESE Center
No

Charter School
No

Minority Rate
96%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

W. R. Thomas Middle School

Principal

Lisa Pizzimenti-Bradshaw

School Advisory Council chair

Mr. Christopher Campos

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

Name	Title
Ms. Lisa Pizzimenti-Bradshaw	Principal
Dr. Lourdes Linares	Assistant Principal
Mr. Ignacio Rodriguez	Assistant Principal
Ms. Grisel Mesa	Mathematics Curriculum Leader
Ms. Stacey Williams	Language Arts Curriculum Leader
Ms. Elida Giraldi	Reading Curriculum Leader
Ms. Jessica Rincon	Science Curriculum Leader
Ms. Denise Lopez	Testing Chairperson
Mr. Timothy Smith	Social Studies Curriculum Leader
Mr. William Rose	Fine Arts Curriculum Leader
Mr. William Smith	Electives Curriculum Leader
Dr. Alexander Caballero	Student Services Curriculum Leader
Ms. Mayra O'Higgins	Gifted Curriculum Leader
Ms. Ileana Quincosa	ELL Curriculum Leader
Ms. Marleen Gonzalez	SPED Curriculum Leader

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 5, Parents – 5, Educational support -1, Student – 2, BCR – 2

Involvement of the SAC in the development of the SIP

The EESAC convenes every third Wednesday of each month and reviews and discusses items and updates to the SIP. This group reviews provided data and offer guidance and support strategies. The Literacy Leadership Team make recommendations with input from EESAC for the school wide reading plan implementation. The EESAC votes and approves the SIP annually.

Activities of the SAC for the upcoming school year

The EESAC Chairperson creates an agenda to cover items delineated on the SIP and initiatives that are being addressed at the school site. One of these initiatives involves the Accreditation Systems process, Common Core training, and Professional Development improvements for the 2013-2014 school year.

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

Incentives to promote increased participation in the Saturday School Tutoring program, and increased academic achievement and attendance, are budgeted through EESAC funds. An estimated \$3,000 is set aside for this initiative. In addition, the projected use of school improvements funds will be determined by the review of submitted proposals by stakeholders for review and approval by EESAC.

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:

Lisa Pizzimenti-Bradshaw

Principal

Years as Administrator: 23

Years at Current School: 7

Credentials

Educational Leadership, M.S.
 Special Education, B.S.
 Certifications:
 Administrative Supervision K-12
 Emotionally Handicapped K-12
 Specific Learning Disabilities K-12

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% 67 points
 Math Imp. of Lowest 25% 59 points
 Rdg. AMO –63
 Math AMO–61
 2012 – School Grade A
 Rdg. Proficiency, 66%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% -57 points
 Rdg. AMO –59
 Math AMO–57
 2011 – School Grade A
 AYP- No
 High Standards –Rdg- 69
 High Standard –Math- 65
 Lrng Gains-Rdg -67
 Lrng Gains-Math- 63
 Gains-R-25 % - 73
 Gains-M-25% - 59

Dr. Lourdes Linares

Asst Principal

Years as Administrator: 16

Years at Current School: 5

Credentials

Educational Leadership, Ed.D.
 Science Education, M.S.
 Medical Technology, B.S.
 Microbiology, B.S.
 Certifications:
 Educational Leadership K-12 General Science 5-9

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% 67 points
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 High Standard –Math- 65
 Lrng Gains-Rdg -67
 Lrng Gains-Math- 63
 Gains-R-25 % - 73
 Gains-M-25% - 59

Mr. Ignacio Rodriguez

Asst Principal

Years as Administrator: 11

Years at Current School: 11

Credentials

Educational Leadership, M.S.
 Physical Education, B.S.
 Certifications:
 Educational Leadership K-12
 Physical Education 6-12

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% 67 points
 Math Imp. of Lowest 25% 59 points
 Rdg. AMO –63
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 AYP- No
 High Standards –Rdg- 69
 High Standard –Math- 65
 Lrng Gains-Rdg -67
 Lrng Gains-Math- 63
 Gains-R-25 % - 73
 Gains-M-25% - 59

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers**# of classroom teachers**

60

receiving effective rating or higher

60, 100%

Highly Qualified Teachers

93%

certified in-field

60, 100%

ESOL endorsed

15, 25%

reading endorsed

13, 22%

with advanced degrees

29, 48%

National Board Certified

3, 5%

first-year teachers

4, 7%

with 1-5 years of experience

7, 12%

with 6-14 years of experience

27, 45%

with 15 or more years of experience

22, 37%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

The school recruits highly qualified, certified in-field teachers by facilitating student teacher internship placements.

The school retains highly qualified, certified in-field teachers by providing a conducive working environment with the necessary resources and tools to enable teachers to reach their fullest potential. In addition, teachers are encouraged to seek professional growth opportunities as Team Leaders and Curriculum Leaders.

Faculty meetings highlight departmental effective practices, validating teachers' expertise. Teachers collaborate and mentor new teachers to the profession. These initiatives build relationships that lead to positive learning outcomes and positive staff morale.

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

In an effort to ensure that all teachers new to the profession are provided with mentoring support, the Office of Professional Development and Evaluation coordinates the implementation of the Mentoring and Induction for New Teachers (MINT) program. We have paired a Nationally Board Certified Teacher with integrated curriculum certification and experience with SPED students to mentor a new teacher in the profession who is certified in Language Arts. Planned mentoring activities will include support for compliance with opening of school procedures, gradebook management skills, use of Promethean board inservice, and lesson study opportunities throughout the year.

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

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

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

The Principal and Assistant Principal will keep stakeholders advised of the MTSS/Rti Leadership Team's progress during the monthly ESSAC meetings. The shared instructional LLT and SPED Program Curriculum Leader will collaborate with the MTSS/Rti Leadership Team to develop, lead, and evaluate school core content standards/ programs. Curriculum Leaders will disaggregate all current and relevant data to drive instruction. Target students identified through Edusoft will participate in after school tutoring for mathematics, reading, science and social studies and Saturday School tutoring. Interim assessments results will be reviewed quarterly and teacher data chats for ELL and SPED subgroups will take place to review strategies for Differentiated Instruction and monitoring of weakest benchmarks.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least four times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Department will conduct data chats and discuss findings with the grade level teams.
4. Team leaders will respond when grades, subject areas, classes, or individual students have not shown a positive response and coordinate meetings with appropriate grade level counselor.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by

group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly through weekly team conferences to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention and initiate appropriate meeting notifications.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rti Tier 1 worksheets completed three times per year. The MTSS/Rti Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rti End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Ms. Lisa Pizzimenti-Bradshaw, Principal, in conjunction with Mr. Ignacio Rodriguez, Assistant Principal for SPED, will schedule and facilitate regular MTSS/Rti meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rti problem solving:

Mr. Ignacio Rodriguez, SPED Assistant Principal, will monitor Cognos reports for attendance, behavior, and academic data Edusoft reports in order to identify students who are in need of tier 1 intervention. He will be responsible for creating after school tutoring schedules to address core academic deficiencies.

Dr. Alexander Caballero, Student Services Curriculum Leader, will be monitoring student grade analysis reports and behavior intervention plans in order to suggest necessary action steps to improve academic and/or behavior for all students.

Ms. Marleen Gonzalez, SPED Curriculum Leader, as LEA for the IEP process, assists the principal with monitoring students course schedules for appropriate placements throughout the school year. Ms. Gonzalez, will also be responsible for proper notification of meetings for parents whose child is being considered for evaluation.

Ms. Norcka Concepcion, School Psychologist, will convene with team to consider action steps necessary to assist a student who may still be experiencing difficulty with behavior or academic success. The psychologist will also conduct appropriate evaluations with parental consent.

Dr. Janice Bartleson, EBD Clinician, will conduct individual and group counseling with students who participate in the EBD program, providing tier 2 level intervention as needed.

Ms. Priscilla Oprandi, Social Worker, will help identify students who are experiencing middle school adjustment and academic difficulties and offer outside agency referrals as needed.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically monthly to review consensus, infrastructure, and implementation of building level MTSS/Rti.

Tier 2

Mr. Ignacio Rodriguez, Assistant Principal in conjunction with Ms. Marleen Gonzalelz, SPED Curriculum Leader, of the MTSS/Rti Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Ms. Marleen Gonzalez and Dr. Janice Bartleson, Ms. Norka Concepcion, Psychologist, members of the MTSS/Rti Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document outline the support strategies for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor the fidelity of MTSS/Rti implementation. These documents are the centerpiece of discussion related to these areas in MTSS/Rti team meetings where plans, review, and revision efforts at increasing academic or behavioral proficiency are considered. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rti process informs the discussion at MTSS/Rti leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings. The MTSS/Rti Leadership Team will meet monthly to dis-aggregate current data, identify areas of weaknesses, develop an action plan to create activities that will attend to individual needs and utilize an evaluative tool that will measure the value of the efforts.

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

Academic:

Baseline Benchmark Assessment

Interim Assessments

Progress Monitoring and Reporting Network (PMRN)-Progress Monitoring

2013 Reading FCAT 2.0 Results

FCAT Writes

Fair

Voyager

Reading Plus 4.0

Imagine Learning

Achieve 3000

End of Course Exams

Florida Assessment for Instruction in Reading (FAIR)

Achieve 3000 Reports

EDUSOFT

End of the Year Data: 2014 FCAT 2.0 Results

Student Grades

Behavior:

Student Case Management reports

Detention logs

Team climate surveys

Attendance bulletins

Cognos suspension reports

For all academic areas for Tier 1, Baseline Benchmark Assessment test results will guide to the initial instructional goal development needed for each subject area. In addition to Baseline Data, barriers noted as a result of the 2013 FCAT results and data from the Florida Assessment for Instruction in Reading (FAIR) will be taken into consideration to suggest appropriate Tier 1 interventions . Behavior

management will be addressed through the school's progressive disciplinary plan and positive reinforcements such as monthly SPOT Success , "Shout Out Board" in the Media Center, and Honor Roll student recognition. For Tier 2 academic and behavior management, all of the above will apply in addition to: District's Interim Assessments, and School-wide assessments. Additional academic intervention in mathematics and reading will take place weekly through targeted FCAT level tutoring after school. Tier 3 will also incorporate the aforementioned strategies, but will require a more focused intervention program to include individual student Progress Monitoring Plans, Functional Assessment of Behavior, Behavior Intervention Plans, and specialized testing to measure students' strengths and weaknesses.

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

The school will participate in the MTSS/Rti district professional development which consists of;

1. Administrators attending available district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using the "Perceptions of Practices Survey," "Tier I and II Observation Checklist," "Problem-Solving Team Meeting Checklists – Initial & Follow-Up", tools to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS informational flyers. A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 7,860

Title 1 funds will be utilized for weekly tutoring after school and on Saturdays. Tutoring will be offered after school for 1 hr/day from Mondays through Thursdays for a combined total of 4 additional hours/week in each of the core subject areas: Science, Mathematics, and Language Arts, and Social Studies. The Tutoring program will run from September 2013 through March 2014 for a total of 26 weeks. In addition, FCAT Saturday Camp will be offered to lowest performing 25% of students for 3hrs/day for five weeks, for a total of 15 additional instructional hours. A Saturday Writing Camp for 8th Graders will be offered for 3 hrs/week for four weeks, for a total of 12 hours.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Participating teachers will utilize research based texts and programs, such as Gizmos and Reading Plus 4.0, relative to their curriculum area. Monitoring progress will be the responsibility of the individual tutor who will use teacher made assessments as well as each students' interim results to focus on the benchmarks that students are having difficulty mastering. Edusoft reports and teacher made assessments will be shared and discussed with the Curriculum Leaders for each subject area. Curriculum Leaders as part of the School-based Leadership Team will share findings with the MTSS/ Rti Leadership Team.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal for Curriculum along with the Curriculum Leaders for each subject area will collect the corresponding data from each tutor and conduct data chats with the teachers and students.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Lisa Pizzimenti-Bradshaw	Principal
Dr. Lourdes Linares	Assistant Principal
Stacey Williams	Language Arts Curriculum Leader
Elida Giraldi	Reading Curriculum Leader
Beatriz Garcia	Language Arts Teacher
William Rose	Fine Arts Curriculum Leader
Laura Olavarrieta	ESOL Language Arts Teacher
Yamila Cardelle	Home Language Assistance Program Paraprofessional
Marta Brito	Language Arts Teacher
Mayra O'Higgins	Gifted Curriculum Leader

Name	Title
Jarrett Victoria	Language Arts Teacher
Karina Rodriguez	Science Teacher

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and support staff. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The LLT is vital in the process of identifying areas of need for professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the LLT, please address the following:

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, LLT, mentor reading teachers, content area teachers, and other principal appointees who serve on this team will meet at least once a month. The principal selected team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The LLT will:

- Gather and analyze reading data to assess the effectiveness of the instructional decision making.
- Collaborate with the MTSS/Rti Leadership Team to ensure consistency in the reading intervention programs.
- Review and share best practices relative to Common Core State Standards.
- Ensure that the school wide reading across the curriculum program is implemented with fidelity.
- Ensure that best practices relative to Common Core reading instruction are shared with all faculty.
- Increase literacy among all sub groups by using Accelerated Reader as a motivational tool.
- The LLT will make recommendations to address and implement the requirements of the CRRP with fidelity across all subject areas, grade levels, and student subgroups. In order to accomplish this, teachers will have access to electronic sources of performance data on their current students through the teacher portal, EduSoft web-based assessment platform, Progress Monitoring and Reporting Network (PMRN), and Student Performance Indicators. The data will be reviewed at regularly scheduled LLT meetings

Every Teacher Contributes to Reading Instruction

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

Language Arts Curriculum Leader has shared Common Core ELA training specifications with all staff ensuring that all teachers are aware of the anchor standards and how each area can contribute to reading complex text and technical writing information. All teachers will continue to share best practices throughout the school year through "Catch the Core" presentations during monthly faculty meetings by

each department. Walkthroughs by administration will also provide a means to monitor implementation of reading across the curriculum and the Literacy Leadership Team will be reviewing student data relative to the Reading and Writing interim assessments.

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 school offers applied and integrated courses that support career readiness goals. Students at the school have the opportunity to enroll in five different advanced high school level courses during their middle school years. These courses include: Honors Physical Science, Honors Biology, Honors Algebra 1, Honors Geometry, and Honors Spanish 1.

In addition, students participating in the Cambridge magnet program which infuses Secondary 1 Cambridge International Education (CIE) standards into the Science, Language Arts, and Mathematics courses in which students are enrolled.

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

The Student Services department monitors and works closely with students to provide academic advisement necessary to make the connection between school, college readiness and the global workforce. Students will receive information relative to the magnet school applications process and advised dates when magnet fairs are being held. In addition, annual College Day field trips are scheduled for Grade 8 students to visit local colleges/universities. Students eligible for the Duke's TIP program are also identified and encouraged by the Student Services personnel for participation during their 7th grade year.

Strategies for improving student readiness for the public postsecondary level

Not applicable

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	63%	74%	Yes	66%
American Indian				
Asian				
Black/African American				
Hispanic	63%	75%	Yes	66%
White	63%	65%	Yes	66%
English language learners	46%	41%	Yes	51%
Students with disabilities	44%	43%	No	50%
Economically disadvantaged	59%	72%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	26%	28%
Students scoring at or above Achievement Level 4	450	46%	47%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	48	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	28%	35%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	163	65%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	72%	Yes	65%
American Indian				
Asian				
Black/African American				
Hispanic	61%	72%	Yes	65%
White	52%	70%	Yes	57%
English language learners	56%	42%	No	60%
Students with disabilities	43%	36%	No	49%
Economically disadvantaged	58%	69%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	23%	29%
Students scoring at or above Achievement Level 4	223	33%	36%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	29%	29%
Students scoring at or above Achievement Level 4	172	70%	70%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	19%	19%
Students scoring at or above Achievement Level 4	43	81%	81%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

Florida Alternate Assessment (FAA)

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

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	25%	29%
Students scoring at or above Achievement Level 4	42	19%	21%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		24%
Students scoring at or above Achievement Level 4	29	76%	76%

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)	16		70
Participation in STEM-related experiences provided for students	390	40%	45%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	559	58%	63%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	235	42%	45%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	0%	0%

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	62	6%	5%
Students who fail a mathematics course	8	1%	1%
Students who fail an English Language Arts course	19	2%	1%
Students who fail two or more courses in any subject	12	1%	1%
Students who receive two or more behavior referrals	78	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	104	10%	9%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading Test 74% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Reading Test is to maintain 74% of students scoring at Level 3 and above.
- G2.** On the FCAT 2.0 Writing Test, 65% of Grade 8 students scored 3.5 and above. Our goal on the 2014 FCAT 2.0 Writing Test is to increase to 69% of Grade 8 students scoring at 3.5 and above.
- G3.** On the 2013 FCAT 2.0 Mathematics Test 72% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Mathematics Test is to maintain 72% of students scoring at Level 3 and above.
- G4.** On the 2013 EOC Algebra 1 Test 99% of students scored at level 3 or above. The goal for 2014 for students is to maintain 99% of students scoring a level three or above.
- G5.** On the 2013 EOC Geometry Test 100% of students scored at level 3 and above. The goal for 2014 for all students is to maintain 100% of students scoring a level three 3 and above.
- G6.** On the 2013 FCAT 2.0 Science Test, 44% of Grade 8 students scored at Level 3 and above. Our Goal for the 2014 FCAT Science 2.0 is to increase to 50% of Grade 8 students scoring at Level and above.
- G7.** On the 2013 Biology EOC Test, 100% of students scored Level 3 and above. Our goal for the 2014 Biology EOC administration is to maintain 100% of students scoring at Level 3 and above.
- G8.** For the 2013 school year, overall 35% of students were involved in the school-wide 6th grade Science Fair, TSA Conference, Math Bowl, and David Fairchild Garden Challenge. Our goal for the 2014 school year will be to increase student participation to 40%.
- G9.** In 2013, 42% of students who completed a CTE related course were also enrolled in an accelerated course. Our goal for 2014, is to increase this to 45% by increasing the rigor of the current CTE courses and including more STEM related activities.
- G10.** On the 2013 Civics BBA 4% of students were proficient. The goal for the 2014 Civic EOC exam is to have 14% score at level 3 and above.
- G11.** Our 2014 goal is to reduce the number of students reflected in each Early Warning Systems indicators: Missed instructional time, receipt of 2 or more referrals, referral leading to suspension, and students failing English by 1%.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading Test 74% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Reading Test is to maintain 74% of students scoring at Level 3 and above.

Targets Supported

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

Resources Available to Support the Goal

- Literacy Leadership Team
- Reading Plus 4.0
- Achieve 3000
- Voyager
- Computer Labs
- Accelerated Reader
- Common Core Standards

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading Test 43% of SWD scored at level 3 or above. The goal for 2014 for SWD students is 50%. SWD students exhibited difficulty with reporting category 2 Reading Application due to the need for smaller group instruction.
- On the 2013 FCAT 2.0 Reading Test 26% of students scored at Level 3. The goal for 2014 for these students is 28%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient nonfiction and informational text.
- On the 2013 FCAT 2.0 Reading Test 75% of all students made reading learning gains. The goal for 2014 for these students is 78%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient fiction, nonfiction and informational text and further practice with Accelerated Reader.
- On the 2013 FCAT 2.0 Reading Test 67% of students in the lowest 25% made learning gains. The goal for 2014 for these students is 70%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with Reading Plus through the Language Arts classes.
- On the 2013 CELLA Test 44% of ELL students were proficient at Listening/Speaking. The goal for 2014 for ELL students is 50%. These students exhibited difficulty with Listening/Speaking due to the need for additional practice conversation and reading out loud in class.
- On the 2013 CELLA Test 23% of ELL students were proficient with Reading. The goal for 2014 for ELL students is 31%. These students exhibited difficulty with Listening/Speaking due to the need for additional exposure to complex text and a variety of reading passages.
- On the 2013 CELLA Test 28% of ELL students were proficient with Writing. The goal for 2014 for ELL students is 35%. These students exhibited difficulty with Listening/Speaking due to the need for more consistent practice with the writing process.
- On the 2013 FCAT 2.0 Reading Test 46% of students scored at Level 4 and above. The goal for 2014 for these students is 47%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient nonfiction and informational text.

Plan to Monitor Progress Toward the Goal

The LLT and Administrators will monitor Edusoft and Reading Plus 4.0, and Achieve 3000 reports as applicable to students and review student data progress through data chats with teachers. Teachers will also be conducting individual data chats with their students.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Teacher Made Assessments

G2. On the FCAT 2.0 Writing Test, 65% of Grade 8 students scored 3.5 and above. Our goal on the 2014 FCAT 2.0 Writing Test is to increase to 69% of Grade 8 students scoring at 3.5 and above.

Targets Supported

- Writing

Resources Available to Support the Goal

- LLT
- Language Arts Curriculum Leader
- Anchor papers
- Write Source

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT 2.0 Writing administration was writing conventions.

Plan to Monitor Progress Toward the Goal

The School-based Leadership Team will monitor student compiled writing results and make necessary recommendations to share best practices during departmental meetings.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Baseline Writing Test Mid Year Writing Test 2014 FCAT 2.0 Writing

G3. On the 2013 FCAT 2.0 Mathematics Test 72% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Mathematics Test is to maintain 72% of students scoring at Level 3 and above.

Targets Supported

Resources Available to Support the Goal

- focus.florida-achieves.com
- Gizmos
- Work Text, specifically the "Apply it!" section

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics Test 36% of SWD scored at level 3 or above. The goal for 2014 for SWD students is 49%. SWD students exhibited difficulty with numbers and operations due to the need for practice with peer collaboration constructing arguments and justifying solutions.
- On the 2013 FCAT 2.0 Mathematics Test 42% of ELL scored at level 3 or above. The goal for 2014 for SWD students is 60%. ELL students exhibited difficulty with numbers and operations along with geometry and measurement due to need to develop fluency with vocabulary used in the construction of mathematical problem-solving.
- On the 2013 FCAT 2.0 Mathematics Test 33% of students scored a level 4 or above. The goal for 2014 is to have 36% of students score a level 4 or above. Students in sixth grade exhibited difficulty with numbers and operations, with particular focus in estimation. In seventh grade the area of difficulty was geometry and measurement. In eighth grade the area of difficulty was expressions, equations, and functions. These difficulties are due to the need for increased practice with the areas of concern.
- On the 2013 FCAT 2.0 Mathematics Test 23% of students scored a level 3. The goal for 2014 is to have 29% of students score a level 3. The area of difficulty for these students was numbers and operations, along with geometry and measurement due to a need for increased practice in class with the areas of concern.
- On the 2013 FCAT 2.0 Mathematics Test 74% of students made learning gains. The goal for 2014 is to have 77% of students make learning gains. The area of difficulty for these students was numbers and operations, along with geometry and measurement due to a need for increased practice in class with the areas of concern.
- On the 2013 FCAT 2.0 Mathematics Test 59% of students in the lowest 25% made learning gains. The goal for 2014 is to have 63% of students in the lowest 25% made learning gains. The area of difficulty for these students was numbers and operations, along with geometry and measurement due to a need for increased practice in class and tutoring opportunities with the areas of concern.

Plan to Monitor Progress Toward the Goal

The increase of the percentage of students making mastery should be evident in the interim, topic exams, and ultimately the 2014 FCAT 2.0 Mathematics administration.

Person or Persons Responsible

School - based Leadership Team and Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT 2.0 Mathematics Interim Assessments Tutoring Attendance Logs Topic Exams

G4. On the 2013 EOC Algebra 1 Test 99% of students scored at level 3 or above. The goal for 2014 for students is to maintain 99% of students scoring a level three or above.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- algebration.com
- Gizmos
- focus.florida-achieves.com
- Benchmark resource packet

Targeted Barriers to Achieving the Goal

- On the 2013 Algebra 1 EOC administration, 29% of students scored at level 3. Our goal is to maintain 100% passing rate for the students who score at level 3 for the 2014 Algebra 1 EOC administration.
- On the 2013 Algebra 1 EOC administration, 70% of students scored at level 4 and above. Our goal is to maintain 100% passing rate for the students who score at level 4 and above for the 2014 Algebra 1 EOC administration.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be evidenced by maintaining the percentage of students achieving mastery.

Person or Persons Responsible

School-based Leadership Team and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Topic exams, interims, and EOC

G5. On the 2013 EOC Geometry Test 100% of students scored at level 3 and above. The goal for 2014 for all students is to maintain 100% of students scoring a level three 3 and above.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- focus.florida-achieves.com
- Gizmos
- Benchmark resource packet

Targeted Barriers to Achieving the Goal

- On the 2013 Geometry EOC administration, 19% of students scored at level 3. Our goal is to maintain 100% passing rate for the students who score at level 3 for the 2014 Geometry EOC administration.
- On the 2013 Geometry EOC administration, 81% of students scored at level 4 and above. Our goal is to maintain 100% passing rate for the students who score at level 4 and above for the 2014 Geometry EOC administration.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be evidenced by maintaining the percentage of students achieving mastery.

Person or Persons Responsible

School-based Leadership Team and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Topic exams, interims, EOC

G6. On the 2013 FCAT 2.0 Science Test, 44% of Grade 8 students scored at Level 3 and above. Our Goal for the 2014 FCAT Science 2.0 is to increase to 50% of Grade 8 students scoring at Level and above.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Discovery Education
- Gizmos
- Science Curriculum Leader
- BrainPop
- Laboratory experiments
- focus.florida-achieves.com

Targeted Barriers to Achieving the Goal

- The area of deficiency according to the 2013 FCAT 2.0 Science Test for students scoring Level 3 is the reporting category: Nature of Science due to students' need to develop higher order thinking skills in order to increase proficiency and practice with hands-on laboratory experiences.
- The area of deficiency according to the 2013 FCAT 2.0 Science Test for students scoring Level 4-5 is the reporting category Life Science and Earth Space Science due to students' need to cover the annually assessed benchmarks which are not directly aligned with the course (i.e, Biology Honors– Physical and Earth Science benchmarks; Physical Science Honors – Life and Earth Science benchmarks)

Plan to Monitor Progress Toward the Goal

Science Curriculum Leader will conduct departmental data analysis and review to determine student progress, providing an opportunity for vertical planning. Administration will hold data chats with teachers in order to discuss applicable recommendations for modification to instruction as needed.

Person or Persons Responsible

Science Curriculum Leader and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Tutoring Attendance Logs 2014 FCAT Science 2.0 Science Journals Gizmos reports FCAT Explorer focus.florida-achieves.com

G7. On the 2013 Biology EOC Test, 100% of students scored Level 3 and above. Our goal for the 2014 Biology EOC administration is to maintain 100% of students scoring at Level 3 and above.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science Curriculum Leader
- FCAT Explorer
- Gizmos
- Florida Achieves-Focus

Targeted Barriers to Achieving the Goal

- On the 2013 Biology EOC administration, 24% of students scored Level 3. All students in this subgroup achieved proficiency. Our goal is to maintain 100% passing rate for all students scoring at level 3 for the 2014 Biology EOC administration.
- On the 2013 Biology EOC administration, 76% of students scored Level 4-5. All students in this subgroup achieved proficiency. Our goal is to maintain 100% passing rate for all students scoring at Level 4-5 for the 2014 Biology EOC administration.

Plan to Monitor Progress Toward the Goal

The School-based Leadership Team and Administrators will review interim data results and using the FCIM model make recommendations for modification to instruction as needed.

Person or Persons Responsible

School-based Leadership Team and Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

G8. For the 2013 school year, overall 35% of students were involved in the school-wide 6th grade Science Fair, TSA Conference, Math Bowl, and David Fairchild Garden Challenge. Our goal for the 2014 school year will be to increase student participation to 40%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Technology Student Association (TSA)
- David Fairchild Garden
- Math Bowl Competition
- School Science Fair
- Science, CTE, and Mathematics Curriculum Leaders

Targeted Barriers to Achieving the Goal

- In order to engage more students in STEM related activities, we need to increase the number of students participating in student competitions and projects by exploring more competitions and programs that are available to students.

Plan to Monitor Progress Toward the Goal

School-based Leadership Team and Administrators will compile documentation of STEM related activities and competitions. As evidence documentation will include pictures, sample project displays, and registration documentation for competitions.

Person or Persons Responsible

School-based Leadership Team and Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Number of STEM related events and student competition participation registration

G9. In 2013, 42% of students who completed a CTE related course were also enrolled in an accelerated course. Our goal for 2014, is to increase this to 45% by increasing the rigor of the current CTE courses and including more STEM related activities.

Targets Supported

- CTE

Resources Available to Support the Goal

- Technology Student Association
- Microsoft Office Suite
- Career Exploration
- Electives Curriculum Leader
- Lego Robotics
- Vex Robotics
- Youth Fair

Targeted Barriers to Achieving the Goal

- Currently, no students have taken MOS Word certification. For 2014, the CTE teacher will prepare students for this certification. In addition, more STEM related activities (e.g., Lego robotics competition) will be included during the school year.

Plan to Monitor Progress Toward the Goal

Using the FCIM models, the School-based Leadership Team will review student data results and outcomes relative to CTE course implementation at the school to monitor progress of strategies.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Practice exams, Teacher made activities, Student competitions

G10. On the 2013 Civics BBA 4% of students were proficient. The goal for the 2014 Civic EOC exam is to have 14% score at level 3 and above.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Social Studies Curriculum Leader
- Competitions such as "Patriot's Pen"
- Discovery
- BrainPoP
- flrea.org
- icivics.com

Targeted Barriers to Achieving the Goal

- Students experienced the most difficulty with the question group relative to Organization and Function of Government due to need for further exposure with current events and implications for governmental functions.

Plan to Monitor Progress Toward the Goal

The School-based Leadership Team and Administrative Team will monitor Edusoft reports, student participation in competitions, and students' presentations to determine student progress towards increased achievement in the Civics EOC administration.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Tutoring Attendance Logs BBA Civics Teacher Made Assessments Student Presentations Student Competitions 2014 EOC Civics

G11. Our 2014 goal is to reduce the number of students reflected in each Early Warning Systems indicators: Missed instructional time, receipt of 2 or more referrals, referral leading to suspension, and students failing English by 1%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Student Services Curriculum Leader
- MTSS/Rti Leadership Team
- EBD Clinician
- Do the Right Thing Program
- SPOT Success
- Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for noncompliance. In addition, Increased student recognition opportunities need to be monitored to motivate and engage students in a positive learning environment.

Plan to Monitor Progress Toward the Goal

A positive increase in reported student recognition nominations, as well as a decrease in number of student referrals will be evidence of the progress of the implemented strategies.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

COGNOS reports Attendance Bulletin Honor Roll Do the Right Thing Nominations SPOT Success Nominations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading Test 74% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Reading Test is to maintain 74% of students scoring at Level 3 and above.

G1.B1 On the 2013 FCAT 2.0 Reading Test 43% of SWD scored at level 3 or above. The goal for 2014 for SWD students is 50%. SWD students exhibited difficulty with reporting category 2 Reading Application due to the need for smaller group instruction.

G1.B1.S1 Part time teachers will be utilized to create small group instruction settings and differentiated instruction to give students further practice with determining the main idea in grade level text and analyzing perspective in a variety of text to understand how it affects meaning.

Action Step 1

Differentiated instruction within a small group setting will offer students opportunity for further practice with elements of reading application. After-school and Saturday school tutoring will target the SWD subgroup which did not meet AMO for the 2013 FACT Reading 2.0 administration.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Reading, Reading Plus 4.0 reports, Achieve 3000 reports, Interim Assessment results, Teacher Made Assessments

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

The LLT will collaborate with teachers suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Reading Reading Plus 4.0 reports Achieve 3000 Interim Assessments results Accelerated Reader Teacher made assessments

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary recommendations to adjustments to instruction. .

Person or Persons Responsible

Literacy Leadership Team and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Reading Reading Plus 4.0 reports Achieve 3000 Interim Assessments results Accelerated Reader Teacher made assessments

G1.B2 On the 2013 FCAT 2.0 Reading Test 26% of students scored at Level 3. The goal for 2014 for these students is 28%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient nonfiction and informational text.

G1.B2.S1 Students will practice identifying the characteristics of a variety of types of nonfiction text and various genres as forms with distinct characteristics and purposes. Students will be exposed to Common Core State Standards addressing complex text and citing specific textual evidence to support their conclusions.

Action Step 1

Teacher will provide ample opportunities in class for further practice with elements of reading application using CCSS. Sharing of best practices relative to Classification/Review of Anchor Standards will be conducted with instructional staff.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Accelerated Reader Interim Assessments Teacher Made Assessments

Facilitator:

Language Arts Curriculum Leader

Participants:

Language Arts, Social Studies, Electives, Science and Social Studies teachers.

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

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

The LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

The LLT and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Interim Assessments Teacher Made Assessments

G1.B3 On the 2013 FCAT 2.0 Reading Test 75% of all students made reading learning gains. The goal for 2014 for these students is 78%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient fiction, nonfiction and informational text and further practice with Accelerated Reader.

G1.B3.S1 Students will practice identifying the characteristics of a variety of types of nonfiction text and various genres as forms with distinct characteristics and purposes.

Action Step 1

Teacher will provide ample opportunities in class for further practice with elements of reading application and use of the Accelerated Reader Program for all Language Arts students.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Accelerated Reader Teacher Made Assessments

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

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Teacher Made Assessments

G1.B4 On the 2013 FCAT 2.0 Reading Test 67% of students in the lowest 25% made learning gains. The goal for 2014 for these students is 70%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with Reading Plus through the Language Arts classes.

G1.B4.S1 Students will have additional practice with Reading Plus 4.0 for at least three sessions a week as home learning assignments.

Action Step 1

Teachers will monitor online weekly Reading Plus assignment completion for all students. Students will attend after school tutoring sessions. Reading Plus features and implementation strategies will be reviewed and shared through Language Arts departmental meetings.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Teacher Made Assessments

Facilitator:

Language Arts Curriculum Leader

Participants:

Language Arts Teachers

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

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments Teacher Made Assessments

G1.B4.S2 Tutoring after school will be available weekly from September 2013 through March 2014. Additionally FCAT Saturday camp will take place from January 2014 through March 2014.

Action Step 1

Tutoring after school will be available weekly from September 2013 through March 2014. Additionally FCAT Saturday camp will take place from January 2014 through March 2014.

Person or Persons Responsible

Selected Teachers who will tutor

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring Attendance Logs Interim Assessments Teacher Made Assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S2

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation of the tutoring program.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Tutoring Attendance Logs Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B4.S2

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Tutoring Attendance Logs Interim Assessments Teacher Made Assessments

G1.B5 On the 2013 CELLA Test 44% of ELL students were proficient at Listening/Speaking. The goal for 2014 for ELL students is 50%. These students exhibited difficulty with Listening/Speaking due to the need for additional practice conversation and reading out loud in class.

G1.B5.S1 Using brief excerpts or passages from text students will practice reading out loud and paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt.

Action Step 1

Teacher will provide a variety of reading excerpts and opportunity for students to collaborate and practice conversational skills. Using Achieve 3000, the teacher will use non-fiction text based on each student's unique academic profile, and continually assess and increase the complexity of text as needed.

Person or Persons Responsible

Language Arts and ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

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

The LLT will suggest and share best practices with the teacher, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

G1.B6 On the 2013 CELLA Test 23% of ELL students were proficient with Reading. The goal for 2014 for ELL students is 31%. These students exhibited difficulty with Listening/Speaking due to the need for additional exposure to complex text and a variety of reading passages.

G1.B6.S1 Students will be exposed to rich and meaningful language using a variety of materials. For example, students can read texts from a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports. Students will collaborate in small group to review and discuss questions relative to the reading passages.

Action Step 1

Teacher will model reading skills and provide opportunities for students to engage in conversation relative to a variety of available text sources.

Person or Persons Responsible

Language Arts and ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

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

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

G1.B7 On the 2013 CELLA Test 28% of ELL students were proficient with Writing. The goal for 2014 for ELL students is 35%. These students exhibited difficulty with Listening/Speaking due to the need for more consistent practice with the writing process.

G1.B7.S1 Students will be given writing prompts by the teacher, giving students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing.

Action Step 1

Students will receive opportunities to practice the elements of writing and using a rubric, teacher will evaluate the writings on a continuum of quality.

Person or Persons Responsible

Language Arts and ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

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

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT 2.0 Reading Test Achieve 3000 reports Interim Assessments Teacher Made Assessments

G1.B8 On the 2013 FCAT 2.0 Reading Test 46% of students scored at Level 4 and above. The goal for 2014 for these students is 47%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient nonfiction and informational text.

G1.B8.S1 Students will practice identifying the characteristics of a variety of types of nonfiction text and various genres as forms with distinct characteristics and purposes.

Action Step 1

Teacher will provide ample opportunities in class for further practice with elements of reading application using CCSS. Sharing of best practices on Classification/Review of Anchor Standards will be conducted on August 15, 2013.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Accelerated Reader Interim Assessments
Teacher Made Assessments

Plan to Monitor Fidelity of Implementation of G1.B8.S1

The LLT will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Accelerated Reader Interim Assessments Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Accelerated Reader Interim Assessments Teacher Made Assessments

G2. On the FCAT 2.0 Writing Test, 65% of Grade 8 students scored 3.5 and above. Our goal on the 2014 FCAT 2.0 Writing Test is to increase to 69% of Grade 8 students scoring at 3.5 and above.

G2.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Writing administration was writing conventions.

G2.B1.S1 Students will be provided with practice reviewing writing samples and identifying sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Teacher will provide suggestions for improvement, referring students to revision and editing charts to edit their papers, as well as conferencing with peers.

Action Step 1

Teacher will provide opportunities for students to edit sample anchor papers, as well as each other's writing in class. Write Source will be used for additional writing practice.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing portfolios Baseline Writing Test Mid Year Writing Test

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

Bi-weekly review of student writing portfolios and ongoing classroom walkthroughs will be used to monitor the infusion of daily writing assignments, student work in order make recommendations for adjustments to the Instructional Focus Calendars.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Writing Baseline Test Mid Year Writing Test 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Using the FCIM model, the LLT and Administrators, will conduct data chats to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Writing Test Mid Year Writing Test 2014 FCAT Writing 2.0

G2.B1.S2 Writing Saturday tutoring camp will be implemented for February 2014.

Action Step 1

During Saturday tutoring sessions, teachers will provide opportunities for students to practice writing given selected prompts, participate in peer editing, and practice the conventions of writing. Sharing of best practices relative to infusing of "Common Core Writing and Using Academic Vocabulary" will be facilitated in February 2014.

Person or Persons Responsible

Selected Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing portfolios Baseline Writing Test Mid Year Writing Test

Facilitator:

Language Arts Curriculum Leader

Participants:

All Curriculum Areas: Mathematics, Language Arts, Science, Social Studies and Elective Teachers.

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

Bi-weekly review of student writing portfolios and ongoing classroom walkthroughs will be used to monitor the infusion of daily writing assignments, student work in order make recommendations for adjustments to the Pacing Guides.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Writing Baseline Test Mid Year Writing Test 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S2

Using the FCIM model, the LLT and Administrators, will conduct data chats with teachers to review data and make necessary adjustments to instruction.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Writing Test Mid Year Writing Test 2014 FCAT Writing 2.0

G3. On the 2013 FCAT 2.0 Mathematics Test 72% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Mathematics Test is to maintain 72% of students scoring at Level 3 and above.

G3.B1 On the 2013 FCAT 2.0 Mathematics Test 36% of SWD scored at level 3 or above. The goal for 2014 for SWD students is 49%. SWD students exhibited difficulty with numbers and operations due to the need for practice with peer collaboration constructing arguments and justifying solutions.

G3.B1.S1 SWD will engage in peer tutoring in which students will collaborate to improve areas of need as determined by interim assessments and topic exams.

Action Step 1

Teachers will provide students with opportunity to collaborate and work together on areas determined to be the weakest in interim assessments and topic exams. Students will be provided with tutoring sessions after school.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

Mathematics Curriculum Leader and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

G3.B2 On the 2013 FCAT 2.0 Mathematics Test 42% of ELL scored at level 3 or above. The goal for 2014 for SWD students is 60%. ELL students exhibited difficulty with numbers and operations along with geometry and measurement due to need to develop fluency with vocabulary used in the construction of mathematical problem-solving.

G3.B2.S1 Students will be provided with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of numbers and operation and geometry.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of difficulty using real or virtual manipulatives for engaging opportunities for practice.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Adminsitrators

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

G3.B3 On the 2013 FCAT 2.0 Mathematics Test 33% of students scored a level 4 or above. The goal for 2014 is to have 36% of students score a level 4 or above. Students in sixth grade exhibited difficulty with numbers and operations, with particular focus in estimation. In seventh grade the area of difficulty was geometry and measurement. In eighth grade the area of difficulty was expressions, equations, and functions. These difficulties are due to the need for increased practice with the areas of concern.

G3.B3.S1 Increased enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking process with regards to their anticipated barrier by grade level. Students will also be given opportunities to participate in mathematics competitions.

Action Step 1

Teachers will use Gizmos, Focus.Florida Achieve.com to provide questions exemplifying higher order questions requiring multiple strategies for solutions.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments

G3.B4 On the 2013 FCAT 2.0 Mathematics Test 23% of students scored a level 3. The goal for 2014 is to have 29% of students score a level 3. The area of difficulty for these students was numbers and operations, along with geometry and measurement due to a need for increased practice in class with the areas of concern.

G3.B4.S1 Increased enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking process with regards to their anticipated barrier by grade level.

Action Step 1

Teachers will use Gizmos, Focus.Florida Achieve.com to provide questions exemplifying higher order questions requiring multiple strategies for solutions.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

Mathematics Curriculum Leader and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

Plan to Monitor Effectiveness of G3.B4.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments

G3.B5 On the 2013 FCAT 2.0 Mathematics Test 74% of students made learning gains. The goal for 2014 is to have 77% of students make learning gains. The area of difficulty for these students was numbers and operations, along with geometry and measurement due to a need for increased practice in class with the areas of concern.

G3.B5.S1 Using student data to teacher will create peer tutoring groups based on student needs in order to provide students with intervention and enrichment activities.

Action Step 1

Students will have the opportunity to collaborate in groups and receive focused instructional time in areas of deficiency.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments Tutoring Attendance Logs

Plan to Monitor Effectiveness of G3.B5.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Interim Assessments

G3.B6 On the 2013 FCAT 2.0 Mathematics Test 59% of students in the lowest 25% made learning gains. The goal for 2014 is to have 63% of students in the lowest 25% made learning gains. The area of difficulty for these students was numbers and operations, along with geometry and measurement due to a need for increased practice in class and tutoring opportunities with the areas of concern.

G3.B6.S1 Increase instructional focus areas of concern will be provided in class, students will be scheduled to use the computer lab, and tutoring provided after school and Saturdays with regards to low performance standards as reflected by teacher based assessments, topic exams and interim tests.

Action Step 1

Teachers will adjust the instructional focus calendar to include benchmarks that require more practice.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Tutoring Attendance Log Topic Exams Interim Assessments

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

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Tutoring Attendance Logs Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Topic Exams Tutoring Attendance Logs Interim Assessments

G4. On the 2013 EOC Algebra 1 Test 99% of students scored at level 3 or above. The goal for 2014 for students is to maintain 99% of students scoring a level three or above.

G4.B1 On the 2013 Algebra 1 EOC administration, 29% of students scored at level 3. Our goal is to maintain 100% passing rate for the students who score at level 3 for the 2014 Algebra 1 EOC administration.

G4.B1.S2 Students will attend Saturday School Tutoring focusing on deficient benchmarks.

Action Step 1

Students will attend tutoring sessions on Saturdays focusing on deficient benchmarks.

Person or Persons Responsible

Algebra 1 teachers will provided tutoring.

Target Dates or Schedule

Tutoring will take place on Saturdays during March/April.

Evidence of Completion

Students' attendance logs will be maintained and student academic progress will be monitored by tutoring teachers.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S3 Informational meeting with handouts relative to websites and resources that can be used at home will be held with parents and students in the evening.

Action Step 1

An informational EOC meeting will be held with parents and students.

Person or Persons Responsible

EOC teachers

Target Dates or Schedule

March 12, 2014 at 7:00 PM

Evidence of Completion

Parent signature logs will be collected.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 On the 2013 Algebra 1 EOC administration, 70% of students scored at level 4 and above. Our goal is to maintain 100% passing rate for the students who score at level 4 and above for the 2014 Algebra 1 EOC administration.

G4.B2.S2 Students will attend Saturday School Tutoring focusing on deficient benchmarks.

Action Step 1

Students will be invited to attend tutoring sessions on Saturdays focusing on deficient benchmarks.

Person or Persons Responsible

Algebra 1 teachers will be providing tutoring.

Target Dates or Schedule

Five Saturdays during March/April.

Evidence of Completion

Student attendance will be maintained and progress monitored by teacher tutors.

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S3 Informational meeting with handouts relative to websites and resources that can be used at home will be held with parents and students in the evening.

Action Step 1

An informational meeting relative to EOC will be held with parents and students.

Person or Persons Responsible

EOC teachers

Target Dates or Schedule

March 12, 2014 at 7:00 PM

Evidence of Completion

Parent signature logs will be collected.

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. On the 2013 EOC Geometry Test 100% of students scored at level 3 and above. The goal for 2014 for all students is to maintain 100% of students scoring a level three 3 and above.

G5.B1 On the 2013 Geometry EOC administration, 19% of students scored at level 3. Our goal is to maintain 100% passing rate for the students who score at level 3 for the 2014 Geometry EOC administration.

G5.B1.S1 Students will be provided with opportunities to master the content with appropriate instructional time being devoted to annually assessed benchmarks.

Action Step 1

Students will be given practice with problems annually assessed, while focusing on circles and finding measures of arcs and angles related to arcs. Gizmos will be used to cover pertinent geometry topics.

Person or Persons Responsible

Mathematics teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Topic exams, interim assessments, EOC

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Topic exams, interims, EOC

Plan to Monitor Effectiveness of G5.B1.S1

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Topic exams, interims, EOC

G5.B2 On the 2013 Geometry EOC administration, 81% of students scored at level 4 and above. Our goal is to maintain 100% passing rate for the students who score at level 4 and above for the 2014 Geometry EOC administration.

G5.B2.S1 Students will be provided with opportunities to master the content with appropriate instructional time being devoted to annually assessed benchmarks.

Action Step 1

Students will be given practice with problems annually assessed, while focusing on circles and finding measures of arcs and angles related to arcs. Gizmos will be used to cover pertinent geometry topics.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Topic exams, interim assessments, EOC

Plan to Monitor Fidelity of Implementation of G5.B2.S1

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Topic exams, interim assessments, EOC

Plan to Monitor Effectiveness of G5.B2.S1

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Topic exams, interim assessments, EOC

G6. On the 2013 FCAT 2.0 Science Test, 44% of Grade 8 students scored at Level 3 and above. Our Goal for the 2014 FCAT Science 2.0 is to increase to 50% of Grade 8 students scoring at Level and above.

G6.B1 The area of deficiency according to the 2013 FCAT 2.0 Science Test for students scoring Level 3 is the reporting category: Nature of Science due to students' need to develop higher order thinking skills in order to increase proficiency and practice with hands-on laboratory experiences.

G6.B1.S2 Students will have further intervention using Edgenuity web-based program practice at school and at home, along with the implementation of the district extended learning modules.

Action Step 1

Students will have additional practice using web-based Edgenuity program and extended learning modules.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

During Saturday tutoring sessions, in class, and at home practice.

Evidence of Completion

Student progress will be monitored via program reports and teacher led data chats.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B2 The area of deficiency according to the 2013 FCAT 2.0 Science Test for students scoring Level 4-5 is the reporting category Life Science and Earth Space Science due to students' need to cover the annually assessed benchmarks which are not directly aligned with the course (i.e, Biology Honors– Physical and Earth Science benchmarks; Physical Science Honors – Life and Earth Science benchmarks)

G6.B2.S1 After school tutoring for Physical Science Honors and/or Biology Honors students will be provided in order increase practice with interactive activities for review of the Annually Assessed benchmarks that are not directly aligned with the course (i.e., Biology Honors– Physical and Earth Science benchmarks; Physical Science Honors – Life and Earth Science benchmarks).

Action Step 1

Students will be able to attend weekly tutoring sessions after school to address reporting categories no aligned with their course.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring Attendance Logs 2014 FCAT Science 2.0 Science Journals Gizmos reports FCAT Explorer focus.florida-achieves.com

Plan to Monitor Fidelity of Implementation of G6.B2.S1

The Science Curriculum Leader will collaborate with the teacher suggesting topic lessons aligned with annually assessed benchmarks, along with Administrators who will monitor the after school attendance logs.

Person or Persons Responsible

Science Curriculum Leader and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring Attendance Logs 2014 FCAT Science 2.0 Science Journals Gizmos reports FCAT Explorer focus.florida-achieves.com

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model, the MTSS will review and analyze available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Tutoring Attendance Logs 2014 FCAT Science 2.0 Science Journals Gizmos reports FCAT Explorer focus.florida-achieves.com

G6.B2.S2 Students will be receiving additional practice using Edgenuity web-based program in class guided by the science teacher.

Action Step 1

Students will receive guided practice of the deficient benchmarks using Edgenuity web-based

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

During class

Evidence of Completion

Teachers will monitor student progress using Edgenuity reports.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. On the 2013 Biology EOC Test, 100% of students scored Level 3 and above. Our goal for the 2014 Biology EOC administration is to maintain 100% of students scoring at Level 3 and above.

G7.B1 On the 2013 Biology EOC administration, 24% of students scored Level 3. All students in this subgroup achieved proficiency. Our goal is to maintain 100% passing rate for all students scoring at level 3 for the 2014 Biology EOC administration.

G7.B1.S1 Students will continue practice of higher order thinking skills using instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance student conceptual understanding of Biology.

Action Step 1

Students will be provided with extra practice using available instructional technology programs to increase higher order thinking skills. Students involvement in project based learning opportunities will be increased.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

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

Science Curriculum Leader will lead Science Department in reviewing Edusoft reports after each Interim Assessment to discuss appropriate modifications to instructional focus calendar.

Person or Persons Responsible

Science Curriculum Leader and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

Plan to Monitor Effectiveness of G7.B1.S1

MTSS/Rti Team will review Edusoft reports after each Interim Assessment to discuss appropriate modifications to instruction. Administrators will conduct data chats with teachers to discuss sharing best practices and possible modification to instruction as needed.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

G7.B2 On the 2013 Biology EOC administration, 76% of students scored Level 4-5. All students in this subgroup achieved proficiency. Our goal is to maintain 100% passing rate for all students scoring at Level 4-5 for the 2014 Biology EOC administration.

G7.B2.S1 Students will continue practice of higher order thinking skills using instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, FCAT Explorer, Florida Achieves- FOCUS, etc.) to enhance student conceptual understanding of Biology. Opportunities for students to participate in scientific enrichment activities, after-school tutorials, and science clubs will be promoted.

Action Step 1

Students will be provided with extra practice using available instructional technology programs to increase higher order thinking skills. Students involvement in project based learning opportunities will be increased.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

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

Science Curriculum Leader will lead review of Edusoft reports after each Interim Assessment to discuss with the department appropriate modifications to the lesson plans. Administrators will conduct data chats with teachers to discuss sharing best practices and possible modification to instruction as needed.

Person or Persons Responsible

Science Curriculum Leader and Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

Plan to Monitor Effectiveness of G7.B2.S1

MTSS/Rti Team will review Edusoft reports after each Interim Assessment to discuss appropriate modifications to the lesson plans. Administrators will conduct data chats with teachers to discuss sharing best practices and possible modification to instruction as needed.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher made assessments Interim Assessments Class work/Labs 2014 Biology EOC

G8. For the 2013 school year, overall 35% of students were involved in the school-wide 6th grade Science Fair, TSA Conference, Math Bowl, and David Fairchild Garden Challenge. Our goal for the 2014 school year will be to increase student participation to 40%.

G8.B1 In order to engage more students in STEM related activities, we need to increase the number of students participating in student competitions and projects by exploring more competitions and programs that are available to students.

G8.B1.S1 The School-based Leadership Team will establish a plan and timetable of student projects and competitions in which students may participate (i.e, Leggo Robotics, SECME, Math Bowl, etc.).

Action Step 1

Opportunities for student participation in competitions and STEM related events will be identified and a timetable will be developed.

Person or Persons Responsible

CTE, Science and Mathematics teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of STEM related events and student competition participation registration

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

Curriculum Leaders for each area - CTE, Mathematics, and Science will maintain records of their students' participation in school wide STEM activities, as well as, competition registrations. This information will be shared with the School-based Leadership Team.

Person or Persons Responsible

School-based Leadership Team and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of STEM related events and student competition participation registration

Plan to Monitor Effectiveness of G8.B1.S1

School-base Leadership Team will compile all the documentation denoting increased student participation in school-wide STEM activities and involvement in competitions.

Person or Persons Responsible

School-based Leadership Team and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of STEM related school events and student competition participation registration

G9. In 2013, 42% of students who completed a CTE related course were also enrolled in an accelerated course. Our goal for 2014, is to increase this to 45% by increasing the rigor of the current CTE courses and including more STEM related activities.

G9.B1 Currently, no students have taken MOS Word certification. For 2014, the CTE teacher will prepare students for this certification. In addition, more STEM related activities (e.g., Lego robotics competition) will be included during the school year.

G9.B1.S1 CTE department works with the Administrative team to set up goals, plan for STEM activities, review pacing of instructional materials, and set up testing schedule using student data.

Action Step 1

CTE teachers will create expectations and monitor a timetable for integration of CTE instruction and promote MOS certification and further STEM activities at the middle school level.

Person or Persons Responsible

CTE Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Practice exams Teacher made activities Student competitions

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

In collaboration with CTE teachers and Electives Curriculum Leader, Administrators will conduct classroom walkthroughs and review student work, projects, and MOS practice exam data.

Person or Persons Responsible

Electives Curriculum Leader and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Practice exams, Teacher made activities, Student competitions

Plan to Monitor Effectiveness of G9.B1.S1

In collaboration with CTE teachers and Electives Curriculum Leader, Administrators will review student work and products and make recommendations to modify instruction as needed.

Person or Persons Responsible

Electives Curriculum Leader and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Practice exams, Teacher made activities, Student competitions

G10. On the 2013 Civics BBA 4% of students were proficient. The goal for the 2014 Civic EOC exam is to have 14% score at level 3 and above.

G10.B1 Students experienced the most difficulty with the question group relative to Organization and Function of Government due to need for further exposure with current events and implications for governmental functions.

G10.B1.S1 Students will be provided with after school tutoring, increased exposure to current events, and opportunity to present projects relative to the functions of government.

Action Step 1

Students will be provided with after school tutoring and opportunities to participate in competitions relative to topics in government, e.g. Patriot's Pen

Person or Persons Responsible

Social Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring Attendance Logs BBA Civics Teacher Made Assessments Student Presentations Student Competition 2014 EOC Civics

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

The MTSS/Rti will collaborate with the teacher suggesting and sharing best practices, along with Administrators who will monitor the implementation for identified strategies through classroom walkthroughs.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Tutoring Attendance Logs BBA Civics Teacher Made Assessments Student Presentations Student Competition 2014 EOC Civics

Plan to Monitor Effectiveness of G10.B1.S1

Using the FCIM model, the LLT will review available data and Administrators will conduct data chats with teachers and discuss necessary adjustments to instruction.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring Attendance Logs BBA Civics Teacher Made Assessments Student Presentations Student Competition 2014 EOC Civics

G11. Our 2014 goal is to reduce the number of students reflected in each Early Warning Systems indicators: Missed instructional time, receipt of 2 or more referrals, referral leading to suspension, and students failing English by 1%.

G11.B1 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for noncompliance. In addition, Increased student recognition opportunities need to be monitored to motivate and engage students in a positive learning environment.

G11.B1.S1 The Administrators and Student Services Department will hold grade level orientation to train students on the Student Code of Conduct and the consequences for noncompliance. For opening of schools, parents will receive letter relative to the new Student Code of Conduct with an acknowledgement form for signature and return to the school. Student recognition programs opportunities will be monitored by Student Services Curriculum Leader. Administrators will monitor attendance bulletin and COGNOS reports to monitor attendance and referrals.

Action Step 1

Presentation of grade level orientations relative to the Code of Student Conduct and consequences for noncompliance will be conducted at the beginning of the school year. SPOT success, Do the Right Thing, and Honor Roll assemblies will be implemented quarterly to increase student intrinsic motivation for academic achievement and student morale.

Person or Persons Responsible

Student Services Curriculum Leader

Target Dates or Schedule

Second week of school

Evidence of Completion

Student SCOC acknowledgement forms SPOT success report Honor Roll

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

Student nominations for recognition, as well as reports relative to attendance and referrals will be monitored.

Person or Persons Responsible

Student Services Curriculum Leader and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS reports Attendance Bulletin Honor Roll Do the Right Thing Nominations SPOT Success Nominations

Plan to Monitor Effectiveness of G11.B1.S1

A positive increase in reported student recognition nominations, as well as a decrease in number of student referrals will be evidence of the effectiveness of the implemented strategies.

Person or Persons Responsible

MTSS/Rti and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS reports Attendance Bulletin Honor Roll Do the Right Thing Nominations SPOT Success Nominations

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 1, Part A:

W.R.Thomas provides services to ensure that students requiring additional remediation are assisted through after school programs such as tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. School based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Support services are also provided to our students. The Literacy/Leadership Team develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Team members identify systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parental Involvement Plan (PIP – which is provided in the languages of the student population at the school), 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services (SES); and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Title 1, Part C Migrant:

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title 1, Part D:

WRTMS receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II:

WRTMS uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program when applicable.
- Training for add-on endorsement programs, such as Reading, Gifted, and ELL when applicable.
- 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:

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X Homeless:

WRTMS works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for

a free and appropriate education. In addition:

- 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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- WRTMS has identified the school's Social Worker as a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI):

WRTMS will receive 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 and the TRUST Specialists. • TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. WRTMS offers non-violence, anti-bullying and anti-drug program to students that incorporates guest speakers, community service, drug tests, and counseling. Students also participate and have earned recognition through the Youth Crime Watch of Miami Dade County Poster Contest.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which

bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators at WRTMS investigate reports of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers receive training on an annual basis.
- WRTMSS implements 5 curriculum lessons on Bullying and Violence Prevention per grade level 6-8.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the MDCPS Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education, science, and vocational courses.
- 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) The school documents and reports school health related requirements through the CDC School Health Index as part of the Alliance for a Healthier Generation initiative.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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. On the 2013 FCAT 2.0 Reading Test 74% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Reading Test is to maintain 74% of students scoring at Level 3 and above.

G1.B2 On the 2013 FCAT 2.0 Reading Test 26% of students scored at Level 3. The goal for 2014 for these students is 28%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient nonfiction and informational text.

G1.B2.S1 Students will practice identifying the characteristics of a variety of types of nonfiction text and various genres as forms with distinct characteristics and purposes. Students will be exposed to Common Core State Standards addressing complex text and citing specific textual evidence to support their conclusions.

PD Opportunity 1

Teacher will provide ample opportunities in class for further practice with elements of reading application using CCSS. Sharing of best practices relative to Classification/Review of Anchor Standards will be conducted with instructional staff.

Facilitator

Language Arts Curriculum Leader

Participants

Language Arts, Social Studies, Electives, Science and Social Studies teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Accelerated Reader Interim Assessments
Teacher Made Assessments

G1.B4 On the 2013 FCAT 2.0 Reading Test 67% of students in the lowest 25% made learning gains. The goal for 2014 for these students is 70%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with Reading Plus through the Language Arts classes.

G1.B4.S1 Students will have additional practice with Reading Plus 4.0 for at least three sessions a week as home learning assignments.

PD Opportunity 1

Teachers will monitor online weekly Reading Plus assignment completion for all students. Students will attend after school tutoring sessions. Reading Plus features and implementation strategies will be reviewed and shared through Language Arts departmental meetings.

Facilitator

Language Arts Curriculum Leader

Participants

Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0 Reading Test Reading Plus 4.0 reports Achieve 3000 reports Interim Assessments
Teacher Made Assessments

G2. On the FCAT 2.0 Writing Test, 65% of Grade 8 students scored 3.5 and above. Our goal on the 2014 FCAT 2.0 Writing Test is to increase to 69% of Grade 8 students scoring at 3.5 and above.

G2.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Writing administration was writing conventions.

G2.B1.S2 Writing Saturday tutoring camp will be implemented for February 2014.

PD Opportunity 1

During Saturday tutoring sessions, teachers will provide opportunities for students to practice writing given selected prompts, participate in peer editing, and practice the conventions of writing. Sharing of best practices relative to infusing of "Common Core Writing and Using Academic Vocabulary" will be facilitated in February 2014.

Facilitator

Language Arts Curriculum Leader

Participants

All Curriculum Areas: Mathematics, Language Arts, Science, Social Studies and Elective Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing portfolios Baseline Writing Test Mid Year Writing Test

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading Test 74% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Reading Test is to maintain 74% of students scoring at Level 3 and above.	\$11,300
G2.	On the FCAT 2.0 Writing Test, 65% of Grade 8 students scored 3.5 and above. Our goal on the 2014 FCAT 2.0 Writing Test is to increase to 69% of Grade 8 students scoring at 3.5 and above.	\$4,700
G3.	On the 2013 FCAT 2.0 Mathematics Test 72% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Mathematics Test is to maintain 72% of students scoring at Level 3 and above.	\$3,000
G6.	On the 2013 FCAT 2.0 Science Test, 44% of Grade 8 students scored at Level 3 and above. Our Goal for the 2014 FCAT Science 2.0 is to increase to 50% of Grade 8 students scoring at Level and above.	\$1,000
G10.	On the 2013 Civics BBA 4% of students were proficient. The goal for the 2014 Civic EOC exam is to have 14% score at level 3 and above.	\$1,000
Total		\$21,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title 1	\$14,000	\$7,000	\$21,000
Total	\$14,000	\$7,000	\$21,000

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading Test 74% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Reading Test is to maintain 74% of students scoring at Level 3 and above.

G1.B1 On the 2013 FCAT 2.0 Reading Test 43% of SWD scored at level 3 or above. The goal for 2014 for SWD students is 50%. SWD students exhibited difficulty with reporting category 2 Reading Application due to the need for smaller group instruction.

G1.B1.S1 Part time teachers will be utilized to create small group instruction settings and differentiated instruction to give students further practice with determining the main idea in grade level text and analyzing perspective in a variety of text to understand how it affects meaning.

Action Step 1

Differentiated instruction within a small group setting will offer students opportunity for further practice with elements of reading application. After-school and Saturday school tutoring will target the SWD subgroup which did not meet AMO for the 2013 FACT Reading 2.0 administration.

Resource Type

Personnel

Resource

Certified teachers will be hired hourly to tutor students

Funding Source

Title 1

Amount Needed

\$3,000

G1.B3 On the 2013 FCAT 2.0 Reading Test 75% of all students made reading learning gains. The goal for 2014 for these students is 78%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with reading sufficient fiction, nonfiction and informational text and further practice with Accelerated Reader.

G1.B3.S1 Students will practice identifying the characteristics of a variety of types of nonfiction text and various genres as forms with distinct characteristics and purposes.

Action Step 1

Teacher will provide ample opportunities in class for further practice with elements of reading application and use of the Accelerated Reader Program for all Language Arts students.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader program will be used to provide further reading practice.

Funding Source

Title 1

Amount Needed

\$4,300

G1.B4 On the 2013 FCAT 2.0 Reading Test 67% of students in the lowest 25% made learning gains. The goal for 2014 for these students is 70%. These students exhibited difficulty with reporting category 2 Reading Application due to the need for additional practice with Reading Plus through the Language Arts classes.

G1.B4.S2 Tutoring after school will be available weekly from September 2013 through March 2014. Additionally FCAT Saturday camp will take place from January 2014 through March 2014.

Action Step 1

Tutoring after school will be available weekly from September 2013 through March 2014. Additionally FCAT Saturday camp will take place from January 2014 through March 2014.

Resource Type

Personnel

Resource

Certified teachers will be hired hourly to tutor students

Funding Source

Title 1

Amount Needed

\$4,000

G2. On the FCAT 2.0 Writing Test, 65% of Grade 8 students scored 3.5 and above. Our goal on the 2014 FCAT 2.0 Writing Test is to increase to 69% of Grade 8 students scoring at 3.5 and above.

G2.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Writing administration was writing conventions.

G2.B1.S1 Students will be provided with practice reviewing writing samples and identifying sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Teacher will provide suggestions for improvement, referring students to revision and editing charts to edit their papers, as well as conferencing with peers.

Action Step 1

Teacher will provide opportunities for students to edit sample anchor papers, as well as each other's writing in class. Write Source will be used for additional writing practice.

Resource Type

Evidence-Based Program

Resource

Write Source materials and handbooks

Funding Source

Title 1

Amount Needed

\$2,700

G2.B1.S2 Writing Saturday tutoring camp will be implemented for February 2014.

Action Step 1

During Saturday tutoring sessions, teachers will provide opportunities for students to practice writing given selected prompts, participate in peer editing, and practice the conventions of writing. Sharing of best practices relative to infusing of "Common Core Writing and Using Academic Vocabulary" will be facilitated in February 2014.

Resource Type

Personnel

Resource

Certified teachers will be hired hourly to tutor students

Funding Source

Title 1

Amount Needed

\$2,000

G3. On the 2013 FCAT 2.0 Mathematics Test 72% of students scored at Level 3 or above. Our goal on the 2014 FACT 2.0 Mathematics Test is to maintain 72% of students scoring at Level 3 and above.

G3.B1 On the 2013 FCAT 2.0 Mathematics Test 36% of SWD scored at level 3 or above. The goal for 2014 for SWD students is 49%. SWD students exhibited difficulty with numbers and operations due to the need for practice with peer collaboration constructing arguments and justifying solutions.

G3.B1.S1 SWD will engage in peer tutoring in which students will collaborate to improve areas of need as determined by interim assessments and topic exams.

Action Step 1

Teachers will provide students with opportunity to collaborate and work together on areas determined to be the weakest in interim assessments and topic exams. Students will be provided with tutoring sessions after school.

Resource Type

Personnel

Resource

Certified teachers will be hired hourly to tutor students

Funding Source

Title 1

Amount Needed

\$3,000

G6. On the 2013 FCAT 2.0 Science Test, 44% of Grade 8 students scored at Level 3 and above. Our Goal for the 2014 FCAT Science 2.0 is to increase to 50% of Grade 8 students scoring at Level and above.

G6.B2 The area of deficiency according to the 2013 FCAT 2.0 Science Test for students scoring Level 4-5 is the reporting category Life Science and Earth Space Science due to students' need to cover the annually assessed benchmarks which are not directly aligned with the course (i.e, Biology Honors– Physical and Earth Science benchmarks; Physical Science Honors – Life and Earth Science benchmarks)

G6.B2.S1 After school tutoring for Physical Science Honors and/or Biology Honors students will be provided in order increase practice with interactive activities for review of the Annually Assessed benchmarks that are not directly aligned with the course (i.e., Biology Honors– Physical and Earth Science benchmarks; Physical Science Honors – Life and Earth Science benchmarks).

Action Step 1

Students will be able to attend weekly tutoring sessions after school to address reporting categories no aligned with their course.

Resource Type

Personnel

Resource

Certified teachers will be hired hourly to tutor students

Funding Source

Title 1

Amount Needed

\$1,000

G10. On the 2013 Civics BBA 4% of students were proficient. The goal for the 2014 Civic EOC exam is to have 14% score at level 3 and above.

G10.B1 Students experienced the most difficulty with the question group relative to Organization and Function of Government due to need for further exposure with current events and implications for governmental functions.

G10.B1.S1 Students will be provided with after school tutoring, increased exposure to current events, and opportunity to present projects relative to the functions of government.

Action Step 1

Students will be provided with after school tutoring and opportunities to participate in competitions relative to topics in government, e.g. Patriot's Pen

Resource Type

Personnel

Resource

Funding Source

Title 1

Amount Needed

\$1,000