



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Country Club Middle School

18305 NW 75TH PL

Miami Lakes, FL 33015

305-820-8800

<http://countryclubmiddle.dadeschools.net>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 89%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

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

Country Club Middle School

Principal

Jose Fernandez R

School Advisory Council chair

Erika Leon

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

Name	Title
Jose Fernandez	Principal
Viviana Lebena	Assistant Principal
Carol Jeffrey	Assistant Principal
Jimmy Espinosa	Language Arts Chairperson
Michelle Leon	Science Chairperson
Nicole Curry-Coffee	Social Science Chairperson
Steven Hankins	Data Specialist
Sonia O'Farrill	Student Services Chairperson
Gustavo Gil	Advanced Academics Liaison
Angelica Perez	Literacy Liaison
Anne Knight	Reading Chairperson
Yolanda Acevedo	SPED Chairperson
Miguelina Rodriguez	ELL Chairperson
Gina Covone	Electives Chairperson
Jessica Picado	Mathematics Chairperson

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, Alternate Teacher – 1, Educational Support – 1, Alternate Educational Support – 1, Parents – 5, Alternate Parent – 1, Students – 1, Alternate Student – 1, Business Community Representative – 3

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the school improvement plan. The EESAC supports the administrative efforts to improve students’ achievement and budgets financial resources to support their efforts. It also recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. EESAC provides support for the school’s enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement. It supports the school’s effort to recruit and hire highly qualified faculty members and offers support in the school’s endeavors in providing a high quality educational program. It encourages and recommends that the faculty continue to develop the practices of departmental self-reflection and examination of best practices as more faculty members are hired.

Activities of the SAC for the upcoming school year

The SAC will continue to develop/monitor the School Improvement Plan, advise the principal on the development of the school budget, and direct allocated SAC funds to provide needed resources toward activities described in this plan and projects that may arise during the course of the school year.

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

\$2,999.00 will be transferred to the school’s internal fund for small purchases such as awards and recognition programs provided as positive reinforcement to all students achieving improvement as evidenced by interim assessments and/or classroom performance. The approximately \$1,500 remaining will be set aside for data directed programs developed during the course of the school year to provide large scale remediation/interventions as exhibited on interim assessments.

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:

Jose Fernandez R

Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

Bachelor's Degree in Elementary Education, Masters Degree in Educational Leadership/
Areas of Certification: Elementary Education and Educational Leadership

Performance Record

2013 – School Grade -C
 Rdg. Proficiency, 49%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 68%
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 62%
 Rdg. AMO –59
 Math AMO–55
 2012 – School Grade -B
 Rdg. Proficiency, 50%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 68%
 Rdg. Imp. of Lowest 25% - 68%
 Math Imp. of Lowest 25% - 71%
 Rdg. AMO –55
 Math AMO–51
 '11 '10 '09 '08
 School Grade B A A A
 AYP N N N N
 High Standards Reading 63 63 62 60
 High Standards Math 58 65 64 63
 Lrng Gains-Rdg. 61 66 66 65
 Lrng Gains-Math 61 73 66 74
 Gains-Rdg-25% 70 72 72 72
 Gains-Math-25% 69 79 63 79

Carol Jeffrey

Asst Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

BA in Elementary Education
 MS in Educational Leadership
 Certification in Educational Leadership

Performance Record

2013 – School Grade -C
 Rdg. Proficiency, 49%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 68%
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 62%
 Rdg. AMO –59
 Math AMO–55
 2012 – School Grade -B
 Rdg. Proficiency, 50%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 68%
 Rdg. Imp. of Lowest 25% - 68%
 Math Imp. of Lowest 25% - 71%
 Rdg. AMO –55
 Math AMO–51
 ‘11 ‘10 ‘09 ‘08
 School Grade B A A A
 AYP N N N N
 High Standards Reading 63 63 62 60
 High Standards Math 58 65 64 63
 Lrng Gains-Rdg. 61 66 66 65
 Lrng Gains-Math 61 73 66 74
 Gains-Rdg-25% 70 72 72 72
 Gains-Math-25% 69 79 63 79

Viviana Lebeña

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Bachelor of Science in Special Education
 Master of Science in Special Education
 Educational Leadership Certification

Performance Record

2013 – School Grade -C
 Rdg. Proficiency, 49%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 68%
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 62%
 Rdg. AMO –59
 Math AMO–55
 2012 – School Grade -B
 Rdg. Proficiency, 50%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 68%
 Rdg. Imp. of Lowest 25% - 68%
 Math Imp. of Lowest 25% - 71%
 Rdg. AMO –55
 Math AMO–51
 ‘11 ‘10 ‘09 ‘08
 School Grade B A A A
 AYP N N N N
 High Standards Reading 63 63 62 60
 High Standards Math 58 65 64 63
 Lrng Gains-Rdg. 61 66 66 65
 Lrng Gains-Math 61 73 66 74
 Gains-Rdg-25% 70 72 72 72
 Gains-Math-25% 69 79 63 79

Classroom Teachers

of classroom teachers

62

receiving effective rating or higher

60, 97%

Highly Qualified Teachers

73%

certified in-field

, 0%

ESOL endorsed

12, 19%

reading endorsed

7, 11%

with advanced degrees

29, 47%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

3, 5%

with 6-14 years of experience

39, 63%

with 15 or more years of experience

19, 31%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administrative team provides supplemental stipends, when available. They encourage and facilitate Professional Development opportunities, as well as solicit National Board Certified Teachers. Most importantly, the administrative team attempts to accommodate teacher instructional preferences.

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

Country Club Middle School will offer any eligible teacher mentoring opportunities by partnering them with veteran and successful colleagues from within the school to work with them on a weekly basis.

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following two courses:

- I. Overview of Mentoring and Induction for New Teachers (MINT)
- II. Introduction to Instructional Mentoring

Mentees and mentors will meet with the assistant principal of curriculum monthly to discuss and monitor progress/needs. Additionally, the school will provide in-house and district sponsored professional development targeted to meet the needs of the mentee.

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

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

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

The MTSS Leadership 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 three 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. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
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 (monthly is suggested) 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 (see SST guidelines) for SST Tier 3 intervention

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 Tier 1 worksheets completed three times per year. The MTSS 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 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.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Jose Fernnandez, Principal
Viviana Lebena, Assistant Principal
Carol Jeffrey, Assistant Principal
Jimmy Espinosa, Language Arts Dept. Chair
Jessica Picado, Mathematics Dept. Chair
Michelle Leon, Science Dept. Chair
Nicole Curry-Coffee, Social Science Dept. Chair
Yolanda Acevedo, SPED Dept. Chair
Miguelina Rodriguez, ELL Dept.
Dr. Astacio, School Psychologist
Mayra Aloma, Guidance Counselor
Julio Casteleiro, Social Worker

Administrators are responsible for monitoring the fidelity of the school's MTSS, and the provision of professional development and collegial opportunities, as well as resources to support the needs of the MTSS leadership team.

Department chairs will be responsible for the disaggregation, and analysis of data reports as well as leading data chats within their respective departments.

Student service personnel will be responsible for the monitoring of attendance and behavioral reports, and the dissemination of this information to the leadership team.

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

1. Monitor academic and behavior data by evaluating progress.
2. Hold regular team meetings and analyze data to determine student intervention and achievement needs.
3. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
4. Support a process and structure within the school to design, implement, and evaluate instructional practices and specific interventions.
5. Provide clear indicators of student needs and student progress, assisting in examining the effectiveness of program delivery.
6. Assist with monitoring and responding to the needs of subgroups within the expectations.

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

Data will be used to guide instructional decisions and system procedures for all students to :

- adjust the delivery of curriculum and instruction to meet specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed Data will include Academic:

- F.A.I.R Assessment
- Interim Assessment

- State/Local Mathematics , Reading and Science assessments
- FCAT Assessment
- Student grades
- School site specific assessments
- Baseline Data
- Monthly Progress Monitoring
- Mid-Term Assessment
- Final Assessment

Behavior

- Attendance
- Detentions
- Administrative Detentions
- Student Case Management System
- Suspensions/Expulsions
- Referrals to alternative education
- Referrals to special education programs
- School Climate Survey

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/Rtl framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

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: 9,000

Country Club Middle School will provide students with before/after school tutoring and “Beyond the Bell” online virtual activities. Our school also offers a variety of after school extracurricular activities to stimulate health and fitness as well as socialization and increased learning.

Additionally, the District uses supplemental funds for improving basic education for ELL students by funding a tutoring program geared to increase student performance and English language acquisition.

Strategy Purpose(s)

""

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

Core subject area monthly and interim assessment data will be generated and disaggregated based on standards by subgroup, teacher, class, program, and individual students. Monthly behavioral and attendance reports will be generated, and analyzed by student services.

Who is responsible for monitoring implementation of this strategy?

All teachers will be responsible for the pulling and analysis of their respective student data, and the MTSS leadership team will assist in the analysis process to ensure clear understanding of reports and intervention/remediation strategies necessitated.

Literacy Leadership Team (LLT)

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

Name	Title
Jose Fernandez	Principal
Viviana Lebeña	Assistant Principal
Carol Jeffrey	Assistant Principal
Angelica Perez	Academics Liaison
Jimmy Espinosa	Language Arts Chairperson
Michelle Leon	Science Chairperson
Nicole Curry-Coffee	Social Science Chairperson
Jessica Picado	Math Chairperson
Steven Hankins	Data Specialist
Anne Knight	Reading Chairperson
Gustavo Gil	Advanced Academics Liaison
Yolanda Acevedo	SPED Chairperson

How the school-based LLT functions

The purpose of our Literacy Leadership Team is to create an increase in the capacity of reading knowledge within the school site and focus on areas of literacy concern across the curriculum. The principal, assistant principal, reading coaches, mentor reading teachers, and teachers from all content areas serve on this team to study scientifically based reading research, develop a school-based literacy

plan of action including school-wide professional development, inquire and reflect on reading practices school-wide, and discuss and utilize school and district test data to make teaching decisions.

Major initiatives of the LLT

1. School-wide focus on Reading daily – Class novels are read to promote pleasure reading and reading for purpose. Reading selections are both teacher and student selected.
2. School-wide focus on applying various reading strategies in differentiated homerooms across the core academic areas - The strategies include previewing and predicting before reading, analyzing questions, interacting with text using the Say Something and Questioning Strategies during reading and using the process of elimination when answering test questions.
3. Departmental Focus on vocabulary strategies such as Vocabulary Maps, Concept of Definition, Prediction-Association-Verification-Evaluation (PAVE) procedure and Vocabulary Trees (focus on Root Words). “Word of the Week” will be implemented in order to develop vocabulary in writing.
4. School-wide implementation of teacher and student Think-Alouds – This reading strategy helps make thinking before, during and after reading explicit. In order to help all students, teachers and students must demonstrate the comprehension processes and the strategies used to make sense of text.
5. Professional Learning Community and Professional Development activities within each core department area will be implemented to discuss various classroom teaching techniques that will result in a high level of student achievement. The following topics will be discussed weekly within these groups: setting high academic expectations, planning that ensures academic achievement, structuring, delivering and engaging students during lessons, creating a strong classroom culture, setting and maintaining high behavioral expectations, character building and trust, improving pacing and challenging students to think critically.
6. Compass Learning implemented via Language Arts – This supplemental reading program is utilized to build a reading culture at the school and makes reading practice more effective by providing students with a way to improve their reading skills.

Every Teacher Contributes to Reading Instruction

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

Teachers will utilize CRISS strategies such as Graphic Organizers in Language Arts, Social Studies, and Business Technology classes. Mathematics and Science classes will implement reciprocal teaching, and summarizing technique strategies. Additionally, teachers will utilize “audio-books” and classroom libraries in core subjects including elective courses. Teachers will review assessment data to determine student weaknesses. Mathematics and Science teachers will focus on word problems, and technical vocabulary. In addition, elective teachers will implement a school wide reading component. The progress and effectiveness of these strategies will be monitored using data generated from district interim assessments, reading logs, and AR testing.

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

Country Club Middle School offers a Biomedical Cohort program that focuses on an accelerated Mathematics and Science curriculum infusing many opportunities for students to explore science, technology and mathematics careers. Additionally, our iPrep math program provides students a technologically rich environment in math to expose students to the grand world of technology based learning and develop a love for math.

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

By promoting Career Pathways and Programs of Study students can have a better understanding and appreciation for the many post secondary 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 post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.

Additionally, Country Club Middle School has partnership with Miami-dade College where students are able to experience hands on about college life, requirements, and expectations.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	49%	No	63%
American Indian				
Asian	82%	77%	Yes	84%
Black/African American	55%	52%	No	60%
Hispanic	59%	48%	No	63%
White	63%	50%	No	66%
English language learners	33%	22%	No	39%
Students with disabilities	40%	18%	No	46%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	356	28%	32%
Students scoring at or above Achievement Level 4	254	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	51%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	113	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	64	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	21%	29%

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	175	39%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	44%	No	60%
American Indian				
Asian	77%	62%	No	79%
Black/African American	48%	45%	No	54%
Hispanic	57%	43%	No	61%
White	55%	50%	No	60%
English language learners	36%	20%	No	42%
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	312	26%	30%
Students scoring at or above Achievement Level 4	138	12%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	71%	73%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		8%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		48%	53%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	53%	53%
Students scoring at or above Achievement Level 4	33	45%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	17	85%	85%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	24%	28%
Students scoring at or above Achievement Level 4	79	18%	20%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	177	13%	12%
Students who fail a mathematics course	129	10%	9%
Students who fail an English Language Arts course	128	10%	9%
Students who fail two or more courses in any subject	185	14%	13%
Students who receive two or more behavior referrals	195	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	123	9%	8%

Area 9: Parent Involvement

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

Parental involvement targets for the school**Specific Parental Involvement Targets**

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

- G1.** On the 2013 FCAT 2.0 Reading, 49% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of 14 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing, 39% of students at Country Club Middle School scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 45% of students to score at Level 3.5 or above, an increase of six percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics, 44% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 60% of students to score a Level 3 or above, an increase of 16 percentage points.
- G4.** On the 2013 Science FCAT 2.0, 42% of eighth grade students at Country Club Middle School scored at Levels 3 or above. Our goal on the 2014 Science FCAT 2.0 is for 48% of eighth grade students to score at Levels 3 -5, an increase of six percentage points.
- G5.** Our goal for the 2013-2014 school year is to increase the number of students involved in the problem solving process through participation in Project Based Learning in STEM.
- G6.** The goal for Country Club Middle School, during the 2013-2014 school year is for CTE instructors to integrate the Common Core Reading Standards for Literacy and to increase the STEM learning opportunities for students using CTE curriculum.
- G7.** On the 2013 Civics Baseline, students in grade 7 scored 32.2%. Our goal is to increase student proficiency for the 2014 Civics EOC.
- G8.** Data from 2013 indicates that a percentage of students at Country Club Middle School fall within the Early Warning System categories. Our goal for 2014 is to decrease the percentage of students in each category by one percentage point.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 49% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of 14 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- McDougal Littell Literature
- Reading Plus
- Selected novels
- Computer Lab Access
- Department of Language Arts and Reading- Pacing Guide
- Common Core State Standards
- FCAT 2.0 Task Cards
- Florida FOCUS Achieves!
- FCAT Explorer
- Achieve 3000
- Imagine Learning
- Discovery Education
- Heritage Language/English Dictionary
- Classroom Libraries and CDs
- Inside Hampton Brow Phonics Kit
- Language and Selection CDs
- Auditory Tapes
- Read Aloud Books

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Reading, 52% of Black students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FCAT 2.0 for Reading, 48% of Hispanic students scored at Level 3 or above. The goal for 2013 was 59%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FCAT 2.0 for Reading, 50% of White students scored at Level 3 or above. The goal for 2013 was 63%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FCAT 2.0 for Reading, 22% of ELL students scored at Level 3 or above. The goal for 2013 was 33%. On the 2013 FCAT 2.0 for Reading, 18% of SWD students scored at Level 3

or above. The goal for 2013 was 40%. Students in this group exhibited difficulty with Reporting Category 1: Vocabulary due to limited command of the English language, limited exposure to word/phrase relationships and meanings, limited practice identifying and understanding the meanings of prefixes, suffixes, and root words, and limited practice in determining the correct meaning of words with multiple meanings in context.

- On the 2013 FCAT 2.0 for Reading, 48% of ED students scored at Level 3 or above. The goal for 2013 was 57%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FCAT 2.0 for Reading, 28% of students scored at Level 3. The goal for 2014 is 32%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FCAT 2.0 for Reading, 20% of students scored at Level 4 or above. The goal for 2014 is 22%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FAA administration 50% of students scored Levels 4-6. The goal for 2014 is 51%. The area of deficiency for FAA students was difficulty identifying characters, settings, and actions in read-aloud fiction.
- On the 2013 FAA administration 43% of students scored Levels 7-9. The goal for 2014 is 43%. The area of deficiency for FAA students was difficulty retaining vocabulary over time without visual cues provided by teacher.
- On the 2013 FCAT 2.0 for Reading, 68% of students demonstrated learning gains. The goal for 2014 is 71%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.
- On the 2013 FCAT 2.0 for Reading, 72% of students in the lowest 25%, demonstrated learning gains. The goal for 2014 is 75%. Students in this group exhibited difficulty with Reporting Category #1 Vocabulary due to limited exposure to advanced word/phrase relationships and meanings, limited practice identifying and understanding the meanings of advanced prefixes, suffixes, and root words, and limited practice in determining the correct meaning of words with multiple meanings in context.
- On the 2013 CELLA Listening and Speaking, 48% of the English Language Learner (ELL) students achieved proficiency level. Our goal for 2014 is to increase our proficiency level rate to 53%. These students need explicit and systematic instruction in English due to the fact that they have insufficient time and practice listening and speaking academic English outside the classroom.
- On the 2013 CELLA Reading, 27% of the English Language Learner (ELL) students achieved proficiency level. Our goal for 2014 is to increase our proficiency level rate to 34%. These students have difficulty with Reading due to limited opportunities to read in English outside of the classroom.
- On the 2013 CELLA Writing, 21% of the English Language Learner (ELL) students achieved proficiency level. Our goal for 2014 is to increase our proficiency level rate to 29%. These students have difficulty in writing due to limited vocabulary and inability to answer questions using proper English grammar, sentence structure, paragraphs, and expository/persuasive essay

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment results will be utilized to determine students' progress toward mastery of goals. Summative Assessment results will be utilized to determine students' mastery of identified benchmarks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

quarterly

Evidence of Completion:

District Interim Assessment Tests 2014 FCAT 2.0 Reading 2014 FAA Reading 2014 CELLA Reading/Listening and Speaking/Writing

G2. On the 2013 FCAT 2.0 Writing, 39% of students at Country Club Middle School scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 45% of students to score at Level 3.5 or above, an increase of six percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Score,
- Houghton Mifflin English
- M-DCPS Department of Language Arts-Pacing Guide

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Writing, 39% of students scored at Level 3.5 or above. The goal for 2014 is 45%. Students exhibited difficulty in the area of Writing Application due to limited academic vocabulary, inability to write for a specific audience, and inability to write persuasive text providing effective support.

Plan to Monitor Progress Toward the Goal

Following FCIM model, Baseline and Mid-year Assessments will be utilized to determine students' progress toward mastery of goals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

quarterly

Evidence of Completion:

District Baseline Assessment District Mid-year Writing Assessment 2014 FCAT Writing 2.0

G3. On the 2013 FCAT 2.0 Mathematics, 44% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 60% of students to score a Level 3 or above, an increase of 16 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Computer Lab Access
- Wylie Books
- Instructional Focus Calendars
- Florida Achieves

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Mathematics, 45% of Black students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty in the Reporting Category: Geometry and Measurement due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world problems.
- On the 2013 FCAT 2.0 for Mathematics, (20%) of students in the ELL and (20%) of students in the SWD subgroup scored at Level 3 or above. The goal for 2013 was (36%) for ELL students and (36%) for SWD students. Students in these groups exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FCAT 2.0 for Mathematics, 62% of Asian students scored at Level 3 or above. The goal for 2013 was 77%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FCAT 2.0 for Mathematics, 43% of Hispanic students scored at Level 3 or above. The goal for 2013 was 57%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FCAT 2.0 for Mathematics, 50% of White students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FCAT 2.0 for Mathematics, 43% of ED students scored at Level 3 or above. The goal for 2013 was 53%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary, and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FCAT 2.0 for Mathematics, 26% of students scored at Level 3. The goal for 2013 was 32%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

- On the 2013 FCAT 2.0 for Mathematics, 12% of students scored at Level 4 and above. The goal for 2013 was 23%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FAA for Mathematics, 71% of students scored at Levels 4-6 . The goal for 2013 was 49%. Students in this
- On the 2013 FAA for Mathematics, 7% of students scored at Levels 7 and above . The goal for 2013 was 9%. Students in this
- On the 2013 FCAT 2.0 for Mathematics, 61% of students demonstrated learning gains. The goal for 2013 was 74%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically,customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.
- On the 2013 FCAT 2.0 for Mathematics, 60% of students in the lowest 25% subgroup demonstrated learning games.The goal for 2013 was76%. Students in this group exhibited difficulty in the Reporting Category: Geometry and Measurement,due to limited application of prior knowledge and connection to real world problems.
- On the 2013 Algebra EOC, 53% of students scored at Level 3, indicating 98% proficiency. Students in this group exhibited a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need to practice solving quadratic equations by factorization.
- On the 2013 Algebra EOC, 45% of students scored at Levels 4-5, indicating 98% proficiency. Students in this group exhibited a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need to practice solving quadratic equations by factorization.
- On the 2013 Geometry EOC, 15% of students score at Level 3, indicating 100% proficiency. Students in this group need improvement in identifying and using the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.
- On the 2013 Geometry EOC, 85% of students score at Levels 4-5, indicating 100% proficiency. Students in this group need improvement in identifying and using the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.
- In 2013 student participation in Middle School Accelerated courses was 48%. The 2014 goal for Country Club Middle School students is 53%. Student participation in EOC is limited due to a large number of students lacking basic reading and mathematics skills.These students are required to enroll in remedial reading and mathematics courses.
- In 2013 student performance in Middle School Accelerated courses was 98%. The 2014 goal for Country Club Middle School is to maintain student performance.

Plan to Monitor Progress Toward the Goal

Following the FCIM model interim and end of course assessment data will be utilized to determine progress.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

quarterly

Evidence of Completion:

Interim Assessment Tests 2014 FCAT 2.0 2014 Mathematics FAA Algebra EOC Geometry EOC

G4. On the 2013 Science FCAT 2.0, 42% of eighth grade students at Country Club Middle School scored at Levels 3 or above. Our goal on the 2014 Science FCAT 2.0 is for 48% of eighth grade students to score at Levels 3 -5, an increase of six percentage points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Gizmos
- Florida Achieve FOCUS
- Edmodo
- Discovery Education
- Project Based Learning in Science (PBLs)
- Scholastic Study Jams
- PBS Learning Media

Targeted Barriers to Achieving the Goal

- On the 2013 Science FCAT 2.0, 24% of eighth grade students scored at Level 3. The goal for 2013 was 38%. Students in this group exhibited difficulty in the Reporting Category: Physical Science due to limited practice with classifying substances by physical properties, differentiating physical and chemical change, distinguishing between kinetic and potential energy, and differentiating contact forces and forces acting at a distance.
- On the 2013 Science FCAT 2.0, 18% of eighth grade students scored at Levels 4-5. The goal for 2013 was 9%. Students in this group exhibited difficulty in the Reporting Category: Physical Science due to limited practice with classifying substances by physical properties, differentiating physical and chemical change, distinguishing between kinetic and potential energy, and differentiating contact forces and forces acting at a distance.

Plan to Monitor Progress Toward the Goal

Following FCIM model, Interim Assessment data will be utilized to determine student progress toward mastery of goals.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative- District Interim Assessment Summative-2014 Science FCAT 2.0

G5. Our goal for the 2013-2014 school year is to increase the number of students involved in the problem solving process through participation in Project Based Learning in STEM.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Gizmos
- FCAT Explorer
- Discovery Learning
- PBS Learning Media

Targeted Barriers to Achieving the Goal

- There is a need to increase student involvement in the problem solving process due to limited evidence of completed student projects in STEM such as The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, and Fairchild Challenge. There are few opportunities for advanced level STEM learning activities within the school.

Plan to Monitor Progress Toward the Goal

Follow FCIM model utilizing assessment data to determine students' progress toward goals.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

on-going

Evidence of Completion:

Stem participation including The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, and Fairchild Challenge Science Fair 2014 FCAT 2014 FCAT Science

G6. The goal for Country Club Middle School, during the 2013-2014 school year is for CTE instructors to integrate the Common Core Reading Standards for Literacy and to increase the STEM learning opportunities for students using CTE curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- Discovery Education

Targeted Barriers to Achieving the Goal

- STEM instruction is not enhanced within CTE instruction, and there are few opportunities for advanced level STEM learning activities within the school. Teachers and students have limited exposure to Common Core Standards.

Plan to Monitor Progress Toward the Goal

Data will be analyzed to determine integration of CCSS.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

quarterly

Evidence of Completion:

Increased integration of CCSS in CTE courses

G7. On the 2013 Civics Baseline, students in grade 7 scored 32.2%. Our goal is to increase student proficiency for the 2014 Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Document Based Questions (DBQ)
- Edusoft
- Civics Examview
- McGraw Hill Civics, Economics, and Geography
- Project Citizen program
- Close-Up Washington D.C.
- Discovery Videos
- Nook Tablets

Targeted Barriers to Achieving the Goal

- On the 2013 Civics Baseline, 7th grade students scored 32.2%. The goal for 2013 was 10%. Students have a limited range of background knowledge regarding the structure of U.S. Government, the duties and responsibilities of U.S. citizens, and the history/development of the United States of America.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, results of formative assessments will be analyzed to determine students' progress toward mastery of goals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

quarterly

Evidence of Completion:

District Interim Assessment Tests 2014 Civics EOC

G8. Data from 2013 indicates that a percentage of students at Country Club Middle School fall within the Early Warning System categories. Our goal for 2014 is to decrease the percentage of students in each category by one percentage point.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Parental Involvement
- EESAC
- Student Incentives
- Attendance Bulletin
- SCMS History
- Failure Reports

Targeted Barriers to Achieving the Goal

- Data indicates that 13% of students at Country Club Middle School miss 10% or more of instructional time due to lack of students' correlation of success with attendance. Further data indicates that 15% of students receive two or more behavior referrals, and 9 % receive referrals that lead to suspension, failing to see a correlation between behavior and academic success. Additionally, 10% of student s fail a math course, 10% fail an English Language Arts course, and 15% fail two or more courses due to lack of students' correlation of success with attendance and a limited knowledge of the student progression plan

Plan to Monitor Progress Toward the Goal

Monitor a decrease in absent students, monitor a decrease in failing students, and monitor a decrease in behavior referrals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance reports, Progress reports and report cards, SCMS History District Interim Assessment Tests 2014 FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 49% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of 14 percentage points.

G1.B1 On the 2013 FCAT 2.0 for Reading, 52% of Black students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B1.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose, and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers to summarize text and identify the main idea. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, student work

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S1

Formative Assessments will be administered, and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations of student progress will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B2 On the 2013 FCAT 2.0 for Reading, 48% of Hispanic students scored at Level 3 or above. The goal for 2013 was 59%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B2.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose, and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers to summarize text and identify the main idea. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B2.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B3 On the 2013 FCAT 2.0 for Reading, 50% of White students scored at Level 3 or above. The goal for 2013 was 63%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B3.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose, and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers to summarize text and identify the main idea. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, Language Arts Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B3.S1

Formative Assessments will be administered, and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B4 On the 2013 FCAT 2.0 for Reading, 22% of ELL students scored at Level 3 or above. The goal for 2013 was 33%. On the 2013 FCAT 2.0 for Reading, 18% of SWD students scored at Level 3 or above. The goal for 2013 was 40%. Students in this group exhibited difficulty with Reporting Category 1: Vocabulary due to limited command of the English language, limited exposure to word/phrase relationships and meanings, limited practice identifying and understanding the meanings of prefixes, suffixes, and root words, and limited practice in determining the correct meaning of words with multiple meanings in context.

G1.B4.S1 The student will utilize context clues to determine the meaning of unknown words.

Action Step 1

The teacher will incorporate think aloud activities to assist students in identifying meanings of unknown words. Students will use Task Cards to enhance identifying meanings of unknown words utilizing context clues. Word Walls will be implemented to reinforce vocabulary.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Facilitator:

PLCs

Participants:

ESOL, Language Arts, Reading, and Social Studies Teachers

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, SPED Department Chair, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, students work walk-throughs

Plan to Monitor Effectiveness of G1.B4.S1

Strategies will be monitored through data analysis

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests Interims 2014 FCAT 2.0

G1.B5 On the 2013 FCAT 2.0 for Reading, 48% of ED students scored at Level 3 or above. The goal for 2013 was 57%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B5.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, student work folders

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, Language Arts Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B5.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B6 On the 2013 FCAT 2.0 for Reading, 28% of students scored at Level 3. The goal for 2014 is 32%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B6.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining to respond to text-dependent questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, student work folders

Facilitator:

Language Arts Department Chair and Reading Department Chair

Participants:

Language Arts and Reading Teachers

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, Language Arts Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B6.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B7 On the 2013 FCAT 2.0 for Reading, 20% of students scored at Level 4 or above. The goal for 2014 is 22%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B7.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers to summarize text and identify the main idea. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, student work folders

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, Language Arts Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B7.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B8 On the 2013 FAA administration 50% of students scored Levels 4-6. The goal for 2014 is 51%. The area of deficiency for FAA students was difficulty identifying characters, settings, and actions in read-aloud fiction.

G1.B8.S1 The teacher will implement strategies that will assist in vocabulary development, word recognition, and reading comprehension. The teacher will implement multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

The teacher will incorporate read alouds, auditory tapes, and text readers that provide print with visuals and or symbols. Picture walks will assist students in making predictions of a reading selection. Students will have continuous review/practice when learning reading concepts. Students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction.

Person or Persons Responsible

LLT SPED Department Chair Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G1.B8.S1

Strategies will be monitored through analysis of data.

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests Teacher observations 2014 FCAT 2.0

G1.B9 On the 2013 FAA administration 43% of students scored Levels 7-9. The goal for 2014 is 43%. The area of deficiency for FAA students was difficulty retaining vocabulary over time without visual cues provided by teacher.

G1.B9.S1 The teacher will Implement strategies that will assist in vocabulary development, word recognition, and reading comprehension. The teacher will implement multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

The teacher will incorporate read alouds, auditory tapes, and text readers that provide print with visuals and or symbols. Picture walks will assist students in making predictions of a reading selection. Students will have continuous review/practice when learning reading concepts. Students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G1.B9.S1

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction.

Person or Persons Responsible

LLT SPED Department Chair Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G1.B9.S1

Strategies will be monitored through analysis of data.

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes, Tests Teacher Observations

G1.B10 On the 2013 FCAT 2.0 for Reading, 68% of students demonstrated learning gains. The goal for 2014 is 71%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B10.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose and identify cause and effect relationships.

Action Step 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers to summarize text and identify the main idea. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, student work folders

Plan to Monitor Fidelity of Implementation of G1.B10.S1

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team,

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B10.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests, 2014 FCAT 2.0

G1.B11 On the 2013 FCAT 2.0 for Reading, 72% of students in the lowest 25%, demonstrated learning gains. The goal for 2014 is 75%. Students in this group exhibited difficulty with Reporting Category #1 Vocabulary due to limited exposure to advanced word/phrase relationships and meanings, limited practice identifying and understanding the meanings of advanced prefixes, suffixes, and root words, and limited practice in determining the correct meaning of words with multiple meanings in context.

G1.B11.S1 Teachers will emphasize strategies for deriving word meanings and word relationships from context. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.

Action Step 1

Students will utilize context clues to determine the meaning of unknown words. Graphic organizers will be implemented including vocabulary word maps. Students will practice distinguishing literal from figurative interpretations. Teachers will incorporate word walls and provide opportunities for students to read from a wide variety of texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Facilitator:

Language Arts and Reading Department Chairs

Participants:

Language, Arts, Reading, and Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G1.B11.S1

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson study Groups.

Person or Persons Responsible

LLT, Administrative Team, Language Arts Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Effectiveness of G1.B11.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of goals. Lesson Study Groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction.

Person or Persons Responsible

LLT Department Chair Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Interims McDougal Littell Unit Tests 2014 FCAT 2.0

G1.B12 On the 2013 CELLA Listening and Speaking, 48% of the English Language Learner (ELL) students achieved proficiency level. Our goal for 2014 is to increase our proficiency level rate to 53%. These students need explicit and systematic instruction in English due to the fact that they have insufficient time and practice listening and speaking academic English outside the classroom.

G1.B12.S1 Teachers will grant more time and practice for listening and speaking academic English within the school day.

Action Step 1

Students will build background knowledge through the use of videos, class discussions, oral presentations, Discovery Education, repetition, and simple/direct language. The teacher will demonstrate to the learner how to do a task.(Modeling)

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work, student folders

Plan to Monitor Fidelity of Implementation of G1.B12.S1

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, ELL Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B12.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, McDougal Littell Literature Unit Tests,

G1.B13 On the 2013 CELLA Reading, 27% of the English Language Learner (ELL) students achieved proficiency level. Our goal for 2014 is to increase our proficiency level rate to 34%. These students have difficulty with Reading due to limited opportunities to read in English outside of the classroom.

G1.B13.S1 English Language Learners would benefit from more opportunities to read in English outside the classroom.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Students will utilize word banks and word walls, focus on key Vocabulary and learn vocabulary through context clues. Students will predict, read aloud, utilize Reader's Theater and participate in cooperative learning using task cards to understand reading material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G1.B13.S1

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, ELL Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B13.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment Test, Basal series quizzes

G1.B14 On the 2013 CELLA Writing, 21% of the English Language Learner (ELL) students achieved proficiency level. Our goal for 2014 is to increase our proficiency level rate to 29%. These students have difficulty in writing due to limited vocabulary and inability to answer questions using proper English grammar, sentence structure, paragraphs, and expository/persuasive essay

G1.B14.S1 Students will benefit from more exposure to vocabulary and the ability to answer questions using proper English grammar, sentence structure, paragraphs, and expository/persuasive essay

Action Step 1

Students will maintain a writer's notebook/folder. Students will receive explicit instructions in spelling rules/strategies, root words, prefixes, suffixes, Greek and Latin root words, multiple meaning. Students will use prewriting strategies to generate ideas and formulate Plan. Students will use graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, lesson plans, student writing notebook, rubrics

Plan to Monitor Fidelity of Implementation of G1.B14.S1

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrative Team, Language Arts/ELL Department Chair,

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B14.S1

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Mid-Year Writing Assessment, Rubrics

G2. On the 2013 FCAT 2.0 Writing, 39% of students at Country Club Middle School scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 45% of students to score at Level 3.5 or above, an increase of six percentage points.

G2.B1 On the 2013 FCAT 2.0 for Writing, 39% of students scored at Level 3.5 or above. The goal for 2014 is 45%. Students exhibited difficulty in the area of Writing Application due to limited academic vocabulary, inability to write for a specific audience, and inability to write persuasive text providing effective support.

G2.B1.S1 Provide opportunities for students to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Action Step 1

Teachers will develop and help students to maintain a Writer's Portfolio, which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. Teachers will assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). In addition, teachers will assist students to organize their ideas into a logical sequence and model effective writing for students. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text and provide a concluding statement that follows from the supports the argument presented. Students will revise for clarity of content, organization, and word choice.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans

Facilitator:

PLC leaders

Participants:

Language Arts, Reading, and Social Studies Teachers.

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

Following the FCIM model, mini- assessment data will be reviewed and instruction adjusted as indicated through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Language Arts teachers, Language Arts Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Formative assessments will be administered. Teacher/student conferences will identify areas needing improvement. PLCs will analyze data to determine student progress toward mastery of identified goals.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

student work, student writing folder 2014 FCAT 2.0 Writing

G3. On the 2013 FCAT 2.0 Mathematics, 44% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 60% of students to score a Level 3 or above, an increase of 16 percentage points.

G3.B1 On the 2013 FCAT 2.0 for Mathematics, 45% of Black students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty in the Reporting Category: Geometry and Measurement due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world problems.

G3.B1.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

Mathematics Department Chairperson, LLT, and Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, walk-throughs

Plan to Monitor Effectiveness of G3.B1.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals ..

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

District Interim Assessments Tests Quizzes 2014 FCAT 2.0

G3.B2 On the 2013 FCAT 2.0 for Mathematics, (20%) of students in the ELL and (20%) of students in the SWD subgroup scored at Level 3 or above. The goal for 2013 was (36%) for ELL students and (36%) for SWD students. Students in these groups exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

G3.B2.S1 Students will have opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Instructional Focus Calendars, lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

Math Chairperson, LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, walk-throughs

Plan to Monitor Effectiveness of G3.B2.S1

Analysis of formative assessment data to determine students' progress toward mastery of designated goals..

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

ongoing

Evidence of Completion

District Interim Assessments Tests Quizzes District Interim Assessment Test 2014 FCAT 2.0

G3.B3 On the 2013 FCAT 2.0 for Mathematics, 62% of Asian students scored at Level 3 or above. The goal for 2013 was 77%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

G3.B3.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, formative data will be utilized to determine students' progress toward established goals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

District Interim Assessment Tests 2014 Mathematics FCAT 2.0

G3.B4 On the 2013 FCAT 2.0 for Mathematics, 43% of Hispanic students scored at Level 3 or above. The goal for 2013 was 57%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

G3.B4.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B4.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals ..

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests District Interim Assessment Tests 2014 FCAT 2.0

G3.B5 On the 2013 FCAT 2.0 for Mathematics, 50% of White students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

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

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Facilitator:

Mathematics Department Chair

Participants:

Mathematics Teachers

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

LLT, Mathematics Department Chair, PLCs

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B5.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals ..

Person or Persons Responsible

LLLLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

quizzes tests District Interim Assessment Test 2014 FCAT 2.0

G3.B6 On the 2013 FCAT 2.0 for Mathematics, 43% of ED students scored at Level 3 or above. The goal for 2013 was 53%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary, and limited opportunities to use mathematics in solving real-world word problems.

G3.B6.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrators, PLCs

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B6.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals .

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

quizzes tests District Interim Assessment Tests 2014 FCAT 2.0

G3.B7 On the 2013 FCAT 2.0 for Mathematics, 26% of students scored at Level 3. The goal for 2013 was 32%. Students in this group exhibited difficulty due to limited practice with conversions of measurements ,specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

G3.B7.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

Mathematics Department Chair, LLT, Administrative Team, PLCs

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, walk throughs, student work

Plan to Monitor Effectiveness of G3.B7.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals .

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests District Interim Assessment Tests 2014 FCAT 2.0

G3.B8 On the 2013 FCAT 2.0 for Mathematics, 12% of students scored at Level 4 and above. The goal for 2013 was 23%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

G3.B8.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

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

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

Mathematics Department Chair, LLT, PLCs, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B8.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals .

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests District Interim Assessment Tests 2014 FCAT 2.0

G3.B9 On the 2013 FAA for Mathematics, 71% of students scored at Levels 4-6 . The goal for 2013 was 49%. Students in this

G3.B9.S1 Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

Action Step 1

Teachers will provide students with repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students will have continuous practice and review when learning math concepts. Students will be given visual choices.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B9.S1

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted.

Person or Persons Responsible

LLT,SPED Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B9.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals ..

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

quizzes Interims

G3.B10 On the 2013 FAA for Mathematics, 7% of students scored at Levels 7 and above . The goal for 2013 was 9%. Students in this

G3.B10.S1 Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

Action Step 1

Teachers will review for long term learning math concepts such as rote counting, fact fluency, and tools for measurement. Teachers will engage students in real life math problems. Students will be given visual choices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B10.S1

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted.

Person or Persons Responsible

LLT, SPED Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B10.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals .

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

quizzes

G3.B11 On the 2013 FCAT 2.0 for Mathematics, 61% of students demonstrated learning gains. The goal for 2013 was 74%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

G3.B11.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B11.S1

In accordance with the FCIM model, mini-assessment data will be utilized to develop DI groups. Instruction will be modified and adjusted through implementation of PLCs.

Person or Persons Responsible

LLT, Mathematics Department Chair, PLCs, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B11.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals .

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes tests District Interim Assessment Tests 2014 FCAT 2.0

G3.B12 On the 2013 FCAT 2.0 for Mathematics, 60% of students in the lowest 25% subgroup demonstrated learning games. The goal for 2013 was 76%. Students in this group exhibited difficulty in the Reporting Category: Geometry and Measurement, due to limited application of prior knowledge and connection to real world problems.

G3.B12.S1 Students will be provided with lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings

Action Step 1

Teachers will provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. An in-school intervention program will be implemented to address the mathematics deficiencies in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Facilitator:

Mathematics Department Chair

Participants:

Mathematics Teachers

Plan to Monitor Fidelity of Implementation of G3.B12.S1

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

quizzes tests District Interim Assessment Test

Plan to Monitor Effectiveness of G3.B12.S1

Analysis of formative assessment data will be implemented to determine students' progress toward mastery of designated goals ..

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

quizzes tests District Interim Assessment Tests 2014 FCAT 2.0

G3.B13 On the 2013 Algebra EOC, 53% of students scored at Level 3, indicating 98% proficiency. Students in this group exhibited a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need to practice solving quadratic equations by factorization.

G3.B13.S1 The teacher will provide opportunities for students to solve real-world problems with quadratic equations using multiple representations (graphical, tubular, algebraic, and verbal) and find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Students will practice using Venn Diagrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B13.S1

Following the FCIM model, mini-assessment data reports will be utilized to form DI groups and to make adjustments to classroom instruction.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B13.S1

Data will be analyzed to determine students' progress toward mastery of goals.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

quizzes tests District Interim Assessment Tests 2014 EOC

G3.B14 On the 2013 Algebra EOC, 45% of students scored at Levels 4-5, indicating 98% proficiency. Students in this group exhibited a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics due to a need to practice solving quadratic equations by factorization.

G3.B14.S1 The teacher will provide opportunities for students to solve real-world problems with quadratic equations using multiple representations (graphical, tubular, algebraic, and verbal) and find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Students will practice using Venn Diagrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B14.S1

Following the FCIM model, mini-assessment data reports will be utilized to form DI groups and to make adjustments to classroom instruction.

Person or Persons Responsible

LLT, Mathematics Department Chair

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B14.S1

Data will be analyzed to determine students' progress toward mastery of goals.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests District Interim Assessment Tests

G3.B15 On the 2013 Geometry EOC, 15% of students score at Level 3, indicating 100% proficiency. Students in this group need improvement in identifying and using the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.

G3.B15.S1 Students will solve problems using the trigonometric ratios sine, cosine, or tangent..

Action Step 1

Students will view the Khan Academy video, Transversal Lines: Alternate and Corresponding. Students will participate in project based learning activities and practice solving solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures by exploring the Pythagorean Theorem

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B15.S1

Following the FCIM model, mini-assessment data will be utilized to form DI groups and adjustments will be made to classroom instruction based on the identified needs of students.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B15.S1

Analysis of formative data will be utilized to determine students' progress toward mastery of goals.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests District Interim Assessment Tests 2014 EOC

G3.B16 On the 2013 Geometry EOC, 85% of students score at Levels 4-5, indicating 100% proficiency. Students in this group need improvement in identifying and using the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.

G3.B16.S1 Students will solve problems using the trigonometric ratios sine, cosine, or tangent.

Action Step 1

Students will view the Khan Academy video, Transversal Lines: Alternate and Corresponding. Students will participate in project based learning activities and practice solving solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures by exploring the Pythagorean Theorem

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B16.S1

Following the FCIM model, mini-assessment data will be utilized to form DI groups and classroom instruction will be adjusted to meet the identified needs of students.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G3.B16.S1

Analysis of formative data will determine students' progress toward mastery of goals.

Person or Persons Responsible

LLT, Mathematics Department Chair, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Quizzes Tests District Interim Assessment Tests 2014 EOC

G3.B17 In 2013 student participation in Middle School Accelerated courses was 48%. The 2014 goal for Country Club Middle School students is 53%. Student participation in EOC is limited due to a large number of students lacking basic reading and mathematics skills. These students are required to enroll in remedial reading and mathematics courses.

G3.B17.S1 Provide opportunities for students to participate in Middle School Accelerated courses.

Action Step 1

Teachers will provide opportunities for students who lack basic skills to participate in accelerated classes. Students will utilize computer programs designed to enhance and improve basic reading and mathematics skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G3.B17.S1

Following the FCIM model, data will be analyzed to form DI groups and make adjustments to classroom instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

student work

Plan to Monitor Effectiveness of G3.B17.S1

Following the FCIM model, interim and end of year assessment data progress established goals will be determined.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

District Interim Assessment Tests 2014 Mathematics FCAT 2.0 Algebra EOC Geometry EOC

G3.B18 In 2013 student performance in Middle School Accelerated courses was 98%. The 2014 goal for Country Club Middle School is to maintain student performance.

G3.B18.S1 Provide opportunities for students to maintain high performance in Middle School Accelerated courses.

Action Step 1

Teachers will provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.

Person or Persons Responsible

teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B18.S1

Following the FCIM model, assessment data will be utilized to develop DI groups and adjust instruction through the implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk throughs

Plan to Monitor Effectiveness of G3.B18.S1

Strategies will be monitored through analysis of data. Lesson Study Groups will utilize data to create lessons, implement lessons, evaluate, make adjustments, and implement lesson to determine student learning.

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

quizzes tests student projects Interim Assessment Tests

G4. On the 2013 Science FCAT 2.0, 42% of eighth grade students at Country Club Middle School scored at Levels 3 or above. Our goal on the 2014 Science FCAT 2.0 is for 48% of eighth grade students to score at Levels 3 -5, an increase of six percentage points.

G4.B1 On the 2013 Science FCAT 2.0, 24% of eighth grade students scored at Level 3. The goal for 2013 was 38%. Students in this group exhibited difficulty in the Reporting Category: Physical Science due to limited practice with classifying substances by physical properties, differentiating physical and chemical change, distinguishing between kinetic and potential energy, and differentiating contact forces and forces acting at a distance.

G4.B1.S1 Students will increase rigor in science writing including claims, evidence and reasoning with particular emphasis to Physical Science through science journals , media, technology and laboratory conclusions as delineated by Common Core Standards.

Action Step 1

Teachers will provide hands- on instruction for students to manipulate and explore actions and outcomes. Students will be given opportunities to observe real time activities(demonstrations) to examine and explore science misconceptions. Informational text will be incorporated to ensure that students write appropriate lab conclusions as well as demonstrate increased rigor in science writing by providing evidence through science journals. Teachers will incorporate instructional technology to enhance curricular objectives.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work

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

Following the FCIM model, mini-assessment data will be utilized to form DI groups and adjust instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Science Department Chair, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G4.B1.S1

Data will be analyzed to monitor strategies and inform instruction

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments quizzes test student projects

G4.B2 On the 2013 Science FCAT 2.0, 18% of eighth grade students scored at Levels 4-5. The goal for 2013 was 9%. Students in this group exhibited difficulty in the Reporting Category: Physical Science due to limited practice with classifying substances by physical properties, differentiating physical and chemical change, distinguishing between kinetic and potential energy, and differentiating contact forces and forces acting at a distance.

G4.B2.S1 Students will increase rigor in science writing including claims, evidence and reasoning with particular emphasis to Physical Science through science journals , media, technology and laboratory conclusions.

Action Step 1

Teachers will provide hands-on instruction for students to manipulate and explore actions and outcomes. Students will be given opportunities to observe real time activities(demonstrations) to examine and explore science misconceptions. Informational text will be incorporated to ensure that students write appropriate lab conclusions as well as demonstrate increased rigor in science writing by providing evidence through science journals and laboratory conclusions. Teachers will incorporate instructional technology to enhance curricular objectives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson pland, student work

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

Following the FCIM model, mini-assessment data will be utilized to form DI groups and adjust instruction through implementation of PLCs and Lesson Study Groups.

Person or Persons Responsible

LLT, Science Department Chair, Administrative Team, PLCs

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Our goal for the 2013-2014 school year is to increase the number of students involved in the problem solving process through participation in Project Based Learning in STEM.

G5.B1 There is a need to increase student involvement in the problem solving process due to limited evidence of completed student projects in STEM such as The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, and Fairchild Challenge. There are few opportunities for advanced level STEM learning activities within the school.

G5.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during Career Technical Student Organization (CTSO) competitions (FBLA, TSA, Skills USA, HOSA, etc.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Teachers will provide opportunities before/after school for science students to engage in hands-on/interactive activities for review of the Annually Assessed Earth/space and Life Science benchmarks that are not directly aligned with the course. Provide classroom and after-school opportunities for students to design and develop science engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing a hypotheses, data analysis, explanation of variables, and experimental design as it relates to Physical Science, Earth/Space Science, Life Science, Nature of Science. (i.e., Science Fair, Robotics and Engineering, Project Based Learning)

Action Step 1

The STEM team will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions. Create a plan and timeline for the development of student projects and increase the participation in STEM competitions

Person or Persons Responsible

STEM teachers/STEM Team

Target Dates or Schedule

on-going

Evidence of Completion

student work

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

According to the FCIM model, data will be utilized, STEM Teachers will discuss implementation of strategies and analyze results of District Interim Assessment Tests.

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

student work, lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Formative assessment data will be analyzed. The STEM Teachers, administrative team, and science department chair will review the plan and timeline for the development of student projects and increase the participation in STEM competitions

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Formative District Interim Assessment data student projects Stem participation including The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, and Fairchild Challenge

G6. The goal for Country Club Middle School, during the 2013-2014 school year is for CTE instructors to integrate the Common Core Reading Standards for Literacy and to increase the STEM learning opportunities for students using CTE curriculum.

G6.B1 STEM instruction is not enhanced within CTE instruction, and there are few opportunities for advanced level STEM learning activities within the school. Teachers and students have limited exposure to Common Core Standards.

G6.B1.S1 Provide Professional Development opportunities at the school-site that focus on incorporating CCSS and Discovery Education.

Action Step 1

Teachers will incorporate Discovery Education resources to use for increasing STEM integration in CTE instruction. Additionally, students will apply literacy and STEM-related skills when solving real-world problems. Instructional leaders will facilitate lesson study for developing cross-curricular CCSS lessons.

Person or Persons Responsible

CTE teachers STEM Teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work demonstrating implementation of CCSS

Facilitator:

Reading Liaison

Participants:

CTE,STEM, Language Arts, and Math teachers

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

Following the FCIM model, analysis of reading data will be utilized to determine implementation of Common Core State Standards. Timeline will be created to monitor implementation of CCSS in CTE instruction.

Person or Persons Responsible

LLT Administrative team

Target Dates or Schedule

on-going

Evidence of Completion

student work

Plan to Monitor Effectiveness of G6.B1.S1

Analysis of formative assessment data will be utilized to determine integration of Common Core State Standards. Lesson Study Groups will continue to develop lessons that include an emphasis on CCSS.

Person or Persons Responsible

LLT Administrative team

Target Dates or Schedule

on-going

Evidence of Completion

Interim Assessments quizzes Timeline

G7. On the 2013 Civics Baseline, students in grade 7 scored 32.2%. Our goal is to increase student proficiency for the 2014 Civics EOC.

G7.B1 On the 2013 Civics Baseline, 7th grade students scored 32.2%. The goal for 2013 was 10%. Students have a limited range of background knowledge regarding the structure of U.S. Government, the duties and responsibilities of U.S. citizens, and the history/development of the United States of America.

G7.B1.S1 Increase students' background knowledge regarding the structure of U.S. Government, the duties and responsibilities of U.S. citizens, and the history/development of the United States of America. Students will be provided opportunities to learn, comprehend, analyze, apply, and synthesize all relevant Civics content

Action Step 1

The teacher will provide activities which develop an understanding of content-specific vocabulary, allow students to interpret primary and secondary sources of information, provide opportunities for students to examine opposing points of view on a variety of issues, and respond to DBQs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work

Facilitator:

Angelica Perez

Participants:

Classroom Teachers

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

Following the FCIM model, mini-assessment data reports will be utilized to create DI groups and make adjustments to classroom instruction through implementation of PLCs and Lesson Study Groups,

Person or Persons Responsible

Social Studies Department Chairperson, Administrators, LLT

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work, walk-throughs

Plan to Monitor Effectiveness of G7.B1.S1

Formative Assessments will be administered and data will be analyzed to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction.

Person or Persons Responsible

LLT, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Student projects quizzes tests District Interim Assessment Tests

G8. Data from 2013 indicates that a percentage of students at Country Club Middle School fall within the Early Warning System categories. Our goal for 2014 is to decrease the percentage of students in each category by one percentage point.

G8.B1 Data indicates that 13% of students at Country Club Middle School miss 10% or more of instructional time due to lack of students' correlation of success with attendance. Further data indicates that 15% of students receive two or more behavior referrals, and 9 % receive referrals that lead to suspension, failing to see a correlation between behavior and academic success. Additionally, 10% of student s fail a math course, 10% fail an English Language Arts course, and 15% fail two or more courses due to lack of students' correlation of success with attendance and a limited knowledge of the student progression plan

G8.B1.S1 Students accumulating three or more unexcused absences will be referred to the school social worker and the school counselor.

Action Step 1

Students will be referred to the MTSS/Rtl team to monitor attendance, referrals, and academic progress. Students will be enrolled in course recovery programs and participate in tutoring. Peer mediation will be available for conflict resolution. Students will receive awards for attendance and academic achievement.

Person or Persons Responsible

teachers,counselors

Target Dates or Schedule

on-going

Evidence of Completion

copy of referral, student work,

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

According to the FCIM model, data will be utilized to determine students' progress, and meetings will be conducted by the social worker and the counselor. Students will participate in group and individual counseling sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Logs, student work

Plan to Monitor Effectiveness of G8.B1.S1

Data will be utilized to monitor an increase in student attendance, improved student achievement, and a decrease in behavior referrals.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Monthly Attendance reports Interim progress reports

Coordination and Integration

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

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

* Title I, Part A

At Country Club Middle School, services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population.

* Title I, Part C- Migrant

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

The District receives funds to support the Educational Alternative Outreach programs. Country Club Middle School refers students and parents to several local outreach programs when necessary.

* Title II

The District uses supplemental funds for improving basic education as follows:

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

* Title III

At Country Club Middle School, services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Country Club Middle School provides after school tutoring, monthly parent outreach meetings held in the cafeteria, and in-house professional development on best practices for ELL and content area teachers. In addition, the ELL students currently utilize the Achieve 3000 Language program here at Country Club Middle School.

* Title X- Homeless

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

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless

children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

- * Supplemental Academic Instruction (SAI)

Country Club Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP)

- * Violence Prevention Programs

Country Club Middle School provides Student Support Services which oversees non-violence and anti-drug programs to students that incorporate Red Ribbon Week, community service and counseling. These programs prevent the use of drugs and violence to ensure a safe learning environment supporting student achievement.

- * Nutrition Programs

- 1) Country Club Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- 2) Nutrition education, as per state statute, is taught through Physical Education.

- 3) The School Food Service Program, school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

- * Career and Technical Education

Country Club Middle School provides Career Cruiser which uses FACT.org to help compile information from a variety of resources to create a four year academic and elective plan that supports their internal post-secondary goals.

Using the Career Cruiser, students will complete a survey through Social Studies that will help determine a compatible career field based on certain personal interest and how they relate to various career opportunities. By promoting career pathways and high school programs of study students will take ownership as at what career or technical pathway they should consider in high school and post-secondary education. Additionally, this will provide the students a better understanding and appreciation of the post-secondary opportunities available and plan for how to acquire the skills necessary to take advantage of those opportunities.

- * Other

Country Club Middle School will involve parents in the planning and implementation of Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

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, 49% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of 14 percentage points.

G1.B4 On the 2013 FCAT 2.0 for Reading, 22% of ELL students scored at Level 3 or above. The goal for 2013 was 33%. On the 2013 FCAT 2.0 for Reading, 18% of SWD students scored at Level 3 or above. The goal for 2013 was 40%. Students in this group exhibited difficulty with Reporting Category 1: Vocabulary due to limited command of the English language, limited exposure to word/phrase relationships and meanings, limited practice identifying and understanding the meanings of prefixes, suffixes, and root words, and limited practice in determining the correct meaning of words with multiple meanings in context.

G1.B4.S1 The student will utilize context clues to determine the meaning of unknown words.

PD Opportunity 1

The teacher will incorporate think aloud activities to assist students in identifying meanings of unknown words. Students will use Task Cards to enhance identifying meanings of unknown words utilizing context clues. Word Walls will be implemented to reinforce vocabulary.

Facilitator

PLCs

Participants

ESOL, Language Arts, Reading, and Social Studies Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

G1.B6 On the 2013 FCAT 2.0 for Reading, 28% of students scored at Level 3. The goal for 2014 is 32%. Students in this group exhibited difficulty with Reporting Category 2: Reading Application due to limited practice in identifying implied main idea, identifying the author's purpose and perspective, and identifying cause-effect relationships.

G1.B6.S1 Provide students with opportunities to determine main idea, make inferences, draw conclusions, identify the author's purpose and identify cause and effect relationships.

PD Opportunity 1

Students will cite specific textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. Students will utilize graphic organizers. Additionally, students will incorporate strategies such as marginal note taking, highlighting, and underlining to respond to text-dependent questions.

Facilitator

Language Arts Department Chair and Reading Department Chair

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, student work folders

G1.B11 On the 2013 FCAT 2.0 for Reading, 72% of students in the lowest 25%, demonstrated learning gains. The goal for 2014 is 75%. Students in this group exhibited difficulty with Reporting Category #1 Vocabulary due to limited exposure to advanced word/phrase relationships and meanings, limited practice identifying and understanding the meanings of advanced prefixes, suffixes, and root words, and limited practice in determining the correct meaning of words with multiple meanings in context.

G1.B11.S1 Teachers will emphasize strategies for deriving word meanings and word relationships from context. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.

PD Opportunity 1

Students will utilize context clues to determine the meaning of unknown words. Graphic organizers will be implemented including vocabulary word maps. Students will practice distinguishing literal from figurative interpretations. Teachers will incorporate word walls and provide opportunities for students to read from a wide variety of texts.

Facilitator

Language Arts and Reading Department Chairs

Participants

Language, Arts, Reading, and Social Studies Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

G2. On the 2013 FCAT 2.0 Writing, 39% of students at Country Club Middle School scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 45% of students to score at Level 3.5 or above, an increase of six percentage points.

G2.B1 On the 2013 FCAT 2.0 for Writing, 39% of students scored at Level 3.5 or above. The goal for 2014 is 45%. Students exhibited difficulty in the area of Writing Application due to limited academic vocabulary, inability to write for a specific audience, and inability to write persuasive text providing effective support.

G2.B1.S1 Provide opportunities for students to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

PD Opportunity 1

Teachers will develop and help students to maintain a Writer's Portfolio, which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. Teachers will assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). In addition, teachers will assist students to organize their ideas into a logical sequence and model effective writing for students. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text and provide a concluding statement that follows from the supports the argument presented. Students will revise for clarity of content, organization, and word choice.

Facilitator

PLC leaders

Participants

Language Arts, Reading, and Social Studies Teachers.

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans

G3. On the 2013 FCAT 2.0 Mathematics, 44% of students at Country Club Middle School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 60% of students to score a Level 3 or above, an increase of 16 percentage points.

G3.B5 On the 2013 FCAT 2.0 for Mathematics, 50% of White students scored at Level 3 or above. The goal for 2013 was 55%. Students in this group exhibited difficulty due to limited practice with conversions of measurements, specifically, customary to metric and metric to customary and limited opportunities to use mathematics in solving real-world word problems.

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

PD Opportunity 1

Every lesson will begin with a real world problem that will be documented in students' mathematics journal or binder. Teachers will implement discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. Additionally, teachers will incorporate think-a-louds to verbalize thinking and assist students' in the problem solving process. Higher order questioning strategies will be implemented.

Facilitator

Mathematics Department Chair

Participants

Mathematics Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

G3.B12 On the 2013 FCAT 2.0 for Mathematics, 60% of students in the lowest 25% subgroup demonstrated learning games. The goal for 2013 was 76%. Students in this group exhibited difficulty in the Reporting Category: Geometry and Measurement, due to limited application of prior knowledge and connection to real world problems.

G3.B12.S1 Students will be provided with lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings

PD Opportunity 1

Teachers will provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. An in-school intervention program will be implemented to address the mathematics deficiencies in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems.

Facilitator

Mathematics Department Chair

Participants

Mathematics Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work

G6. The goal for Country Club Middle School, during the 2013-2014 school year is for CTE instructors to integrate the Common Core Reading Standards for Literacy and to increase the STEM learning opportunities for students using CTE curriculum.

G6.B1 STEM instruction is not enhanced within CTE instruction, and there are few opportunities for advanced level STEM learning activities within the school. Teachers and students have limited exposure to Common Core Standards.

G6.B1.S1 Provide Professional Development opportunities at the school-site that focus on incorporating CCSS and Discovery Education.

PD Opportunity 1

Teachers will incorporate Discovery Education resources to use for increasing STEM integration in CTE instruction. Additionally, students will apply literacy and STEM-related skills when solving real-world problems. Instructional leaders will facilitate lesson study for developing cross-curricular CCSS lessons.

Facilitator

Reading Liaison

Participants

CTE, STEM, Language Arts, and Math teachers

Target Dates or Schedule

on-going

Evidence of Completion

student work demonstrating implementation of CCSS

G7. On the 2013 Civics Baseline, students in grade 7 scored 32.2%. Our goal is to increase student proficiency for the 2014 Civics EOC.

G7.B1 On the 2013 Civics Baseline, 7th grade students scored 32.2%. The goal for 2013 was 10%. Students have a limited range of background knowledge regarding the structure of U.S. Government, the duties and responsibilities of U.S. citizens, and the history/development of the United States of America.

G7.B1.S1 Increase students' background knowledge regarding the structure of U.S. Government, the duties and responsibilities of U.S. citizens, and the history/development of the United States of America. Students will be provided opportunities to learn, comprehend, analyze, apply, and synthesize all relevant Civics content

PD Opportunity 1

The teacher will provide activities which develop an understanding of content-specific vocabulary, allow students to interpret primary and secondary sources of information, provide opportunities for students to examine opposing points of view on a variety of issues, and respond to DBQs.

Facilitator

Angelica Perez

Participants

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G8.	Data from 2013 indicates that a percentage of students at Country Club Middle School fall within the Early Warning System categories. Our goal for 2014 is to decrease the percentage of students in each category by one percentage point.	\$2
Total		\$2

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	\$2	\$2
Total	\$2	\$2

Budget Details

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

G8. Data from 2013 indicates that a percentage of students at Country Club Middle School fall within the Early Warning System categories. Our goal for 2014 is to decrease the percentage of students in each category by one percentage point.

G8.B1 Data indicates that 13% of students at Country Club Middle School miss 10% or more of instructional time due to lack of students' correlation of success with attendance. Further data indicates that 15% of students receive two or more behavior referrals, and 9 % receive referrals that lead to suspension, failing to see a correlation between behavior and academic success. Additionally, 10% of student s fail a math course, 10% fail an English Language Arts course, and 15% fail two or more courses due to lack of students' correlation of success with attendance and a limited knowledge of the student progression plan

G8.B1.S1 Students accumulating three or more unexcused absences will be referred to the school social worker and the school counselor.

Action Step 1

Students will be referred to the MTSS/Rtl team to monitor attendance, referrals, and academic progress. Students will be enrolled in course recovery programs and participate in tutoring. Peer mediation will be available for conflict resolution. Students will receive awards for attendance and academic achievement.

Resource Type

Other

Resource

Student Incentives

Funding Source

EESAC

Amount Needed

\$2