2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Springs Middle School

1025 W 56TH ST
Hialeah, FL 33012
305-821-2460
http://palmspringsmiddle.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	93%

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

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Palm Springs Middle School

Principal
Eric Acosta

School Advisory Council chair
Ronald Rhett Landrum

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

Name	Title
Eric Acosta	Principal
Cortnye Arce	Assistant Principal
Mary Garrastazu	Assistant Principal
Miriam Basallo	Program Specialist/SPED Department Chairperson
Sheryl Henderson	UTD Steward/Electives Chair/Athletic Coordinator
Elizabeth McCray	BMT
Virginia Valdes	Test Chair/Student Services Chairperson
Jose Fernandez	ESOL Department Chairperson
Deborah Marano	Team Leader
Sandra Rubio	Team Leader
Jaccqueline Acosta	Team Leader
Patricia Nunez	Math Teacher/iprep coordinator

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

Eric Acosta Principal
Cortnye Arce Principal Designee
Sheryl Henderson UTD Steward

Peter Paunovic Teacher
Jacqueline Acosta Teacher
Ronald Landrum Teacher (EESAC Chairperson)
Elizabeth McCray Teacher
Phyllis Morris Teacher
Neyda Guerra-Ulloa Teacher
Elizabeth Garcia Alternate Teacher
Juliet Albuernes Educational Support
Rita Hernandez Educational Support Alternate
Aurora Martinez Parent
Karina Baez Parent
Veronica Acosta Parent
Jane Shirley Parent
Yarelys Garcia Parent
Sara Orozco Alternate Parent
Kattie Ulloa Student
Gerardo Basallo Student
Anthony Mambuca Alternate Student
Catherine Hanus-Zank Business Community Representative
Bashard Dibsi Business Community Representative
Agustin Duarte Business Community Representative

Involvement of the SAC in the development of the SIP

The SIP is continually reviewed and fine-tuned by member s of the SAC. Members speak to stake-holders -- teachers, parents, and students-- to gather information about the success of interventions and strategies implemented in the SIP. Accordingly, recommendations for changes are made to the SIP writing committee. After these updates are completed, the SAC revisits the SIP. This is an on-going and collegial process.

Activities of the SAC for the upcoming school year

In addition to reviewing and monitoring changes to the SIP, the SAC makes recommendations for school operations and instructional delivery. SAC members bring the ideas of their constituents to meetings for discussion and consideration to improve learner outcomes. The various committees report back to the SAC. Furthermore, community members and business partners share upcoming events and ideas for partnering with our school to forward our mission to create global citizens.

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

We utilize school improvement funds to enhance student learning by providing incentives for students during the FCAT. $2999.00 was allocated to the principals fund for student incentives.

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:

Eric Acosta		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	SOCIALSCIENCES; EDUCATIONAL LEADERSHIP
Performance Record	2013- School Grade – C Reading AMO Met-NO Math AMO Met-NO Rdg. Levels 3-5 - 46 Math Levels 3-5 - 43 Rdg. Lrg. Gains - 68 Math Lrg. Gains - 57 Rdg. Imp. Of Lowest 25% - 70 Math Imp. Of Lowest 25% - 58 2012- School Grade – B Reading AMO Met-NO Math AMO Met-NO Rdg. Levels 3-5 - 47 Math Levels 3-5 - 51 Rdg. Lrg. Gains -65 Math Lrg. Gains -66 Rdg. Imp. Of Lowest 25%- 72 Math Imp. Of Lowest 25% -71 2011- School Grade – A Rdg. Levels 3-5- 62 Math Levels 3-5- 66 Rdg. Lrg. Gains- 64 Math Lrg. Gains- 66 Rdg. Imp. Of Lowest 25%- 75 Math Imp. Of Lowest 25%- 70 2010- School Grade – B Rdg. Levels 3-5- 63 Math Levels 3-5- 61 Rdg. Lrg. Gains- 63 Math Lrg. Gains- 61 Rdg. Imp. Of Lowest 25%- 70 Math Imp. Of Lowest 25%- 70 2009- School Grade – A Rdg. Levels 3-5- 60 Math Levels 3-5- 63 Rdg. Lrg. Gains- 37 Math Lrg. Gains- 68 Rdg. Imp. Of Lowest 25%- 77 Math Imp. Of Lowest 25%- 79

Cortnye Arce		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	ELEM EDUCATION, EDUCATIONAL LEADERSHIP
Performance Record	2013- School Grade – C Reading AMO Met-NO Math AMO Met-NO Rdg. Levels 3-5 - 46 Math Levels 3-5 - 43 Rdg. Lrg. Gains - 68 Math Lrg. Gains - 57 Rdg. Imp. Of Lowest 25% - 70 Math Imp. Of Lowest 25% - 58 2012- School Grade – B Reading AMO Met-NO Math AMO Met-NO Rdg. Levels 3-5 -47 Math Levels 3-5 -51 Rdg. Lrg. Gains -65 Math Lrg. Gains -66 Rdg. Imp. Of Lowest 25%- 72 Math Imp. Of Lowest 25% -71 2011- School Grade – A Rdg. Levels 3-5- 62 Math Levels 3-5- 66 Rdg. Lrg. Gains- 64 Math Lrg. Gains- 66 Rdg. Imp. Of Lowest 25%- 75 Math Imp. Of Lowest 25%- 70 2010- School Grade – B Rdg. Levels 3-5- 63 Math Levels 3-5- 61 Rdg. Lrg. Gains- 63 Math Lrg. Gains- 61 Rdg. Imp. Of Lowest 25%- 70 Math Imp. Of Lowest 25%- 70 2009- School Grade – A Rdg. Levels 3-5- 60 Math Levels 3-5- 63 Rdg. Lrg. Gains- 37 Math Lrg. Gains- 68 Rdg. Imp. Of Lowest 25%- 77 Math Imp. Of Lowest 25%- 79

Mary Garrastazu		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	MATHEMATICS, EDUCATIONAL LEADERSHIP
Performance Record	2013- School Grade – C Reading AMO Met-NO Math AMO Met-NO Rdg. Levels 3-5 - 46 Math Levels 3-5 - 43 Rdg. Lrg. Gains - 68 Math Lrg. Gains - 57 Rdg. Imp. Of Lowest 25% - 70 Math Imp. Of Lowest 25% - 58 2012- School Grade – B Reading AMO Met-NO Math AMO Met-NO Rdg. Levels 3-5 -47 Math Levels 3-5 -51 Rdg. Lrg. Gains -65 Math Lrg. Gains -66 Rdg. Imp. Of Lowest 25%- 72 Math Imp. Of Lowest 25% -71 2011- School Grade – A Rdg. Levels 3-5- 62 Math Levels 3-5- 66 Rdg. Lrg. Gains- 64 Math Lrg. Gains- 66 Rdg. Imp. Of Lowest 25%- 75 Math Imp. Of Lowest 25%- 70 2010- School Grade – B Rdg. Levels 3-5- 63 Math Levels 3-5- 61 Rdg. Lrg. Gains- 63 Math Lrg. Gains- 61 Rdg. Imp. Of Lowest 25%- 70 Math Imp. Of Lowest 25%- 70 2009- School Grade – A Rdg. Levels 3-5- 60 Math Levels 3-5- 63 Rdg. Lrg. Gains- 37 Math Lrg. Gains- 68 Rdg. Imp. Of Lowest 25%- 77 Math Imp. Of Lowest 25%- 79

Classroom Teachers

# of classroom teachers
76

 # receiving effective rating or higher
75, 99%

 # Highly Qualified Teachers

75%

 # certified in-field

65, 86%

 # ESOL endorsed

32, 42%

 # reading endorsed

13, 17%

 # with advanced degrees

31, 41%

 # National Board Certified

3, 4%

 # first-year teachers

1, 1%

 # with 1-5 years of experience

5, 7%

 # with 6-14 years of experience

35, 46%

 # with 15 or more years of experience

35, 46%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

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

Palm Springs Middle School ensures teachers remain Highly Qualified by offering school site Professional Development throughout the year, as well as, opportunities to attend District trainings. Lesson studies are implemented throughout the school year and common planning is provided when applicable. The Administration is responsible for retaining highly qualified teachers and personnel.

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

New teachers are paired up with a mentor teacher who has the skills and knowledge of the same content area, as well as, strong interpersonal skills. The two educators meet on a monthly basis and the administration provides time for peer observation. The Assistant Principal is responsible for planning these activities.

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 school-based MTSS/RtI Leadership Team will conduct meetings twice a month to discuss performance assessment data results generated by students, teachers and grade levels. Furthermore, the key questions and responses are discussed and shared with all stakeholders impacting instruction and interventions. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student's needs. MTSS/RtI uses progressively more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavior support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and behaviorally. This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful.

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

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of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal - Participates in collection, interpretation, and analysis of data; facilitates development of instructional

focus calendars, provides guidance on the literacy plan; and provide professional development and technical assistance to

teachers regarding data based instructional planning, monitors Tier 1, 2 and 3 intervention plans; provides support for

testing fidelity and documentation; provides professional development and technical assistance for problem-solving activities

including data collection, data analysis, intervention planning, and program evaluation.

Assistant Principal - Participates in student data collection, integrates core instructional activities/materials and collaborates

with SPED and general education teachers through inclusion classes and child study teams. Ensures implementation of

intervention support and documentation; supports a process and structure within the school to design, implement, and

evaluate both daily instruction and specific interventions. Collaborates with staff to implement Tier 2 and Tier 3 interventions.

Language Arts/Reading Chairperson - Provides guidance on K-12 reading plan. Facilitates and supports data Collection

activities; assistance in data analysis; Provide professional development and technical assistance to teachers regarding database instructional programs and provides support for assessment and implementation monitoring. He provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mathematics Chairperson - Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment

and intervention approaches. Provide development and technical assistance to teachers regarding data-based instructional

programs. Develops, leads, and evaluates school math core content standards. Participates in the design and delivery of

professional development, and provides support for assessment and implementation monitoring. He provides information

about core instruction, participates in student data collection, delivers Tier 1

Instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1

materials/instruction with Tier 2/3 activities.

Science Chairperson - Develops, leads, and evaluates school science core content standards. Participates in the design and

delivery of professional development; and provides support for assessment and program implementation. She provides

information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates

with other staff to implement Tier 2 interventions, and integrates Tier 1 materials / instruction with Tier 2/3 activities.

Social Studies Chairperson - Develops, leads, and evaluates school social studies core standards, participates in the design

and delivery of professional development; and provides support for assessment and monitoring.

Electives Chairperson - Develops, leads, and evaluates school elective course standards. Participates in the design and

delivery of professional development; and provides support for assessment, implementation monitoring

and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Program Specialist /SPED Chairperson and Behavioral Management Team Chairperson: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, inclusion, and mainstreaming students into courses they can be successful in on their own without support. Participates in collection, interpretation, and analysis of data. Ensures the appropriate placement of students in their appropriate exceptionality, as well as scheduling them into classes indicated on their IEP's. Facilitates development of intervention plans, provides support for intervention fidelity and documentation, and makes appropriate changes to schedules as data provides additional information on student's progress or lack of. Provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Participates in student data collection and collaborates with SPED and general education teachers through such activities as co-teaching, inclusion, and mainstreaming. She ensures that all SWD students are scheduled in compliance with their IEP's.

ESOL Department Chairperson – Provides expertise in support of students' academic performance and progress. Participates in data collection and interventions when needed. Provided information related to Professional Development, as well as, support.

Student Services Chairperson / Test Chairperson - Provides expertise in support of students' academic performance and progress, emotional and behavioral development, and career choices and social success. She also provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's needs.

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

The leadership team reviews and analyzes data and findings at all faculty, EESAC and Department meetings in an effort to communicate and obtain timely feedback, as well as, offer additional suggestions. Classroom practices are aligned with intervention plans as measured by interim assessments to monitor the fidelity of the schools success.

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

Palm Springs Middle School's MTSS/RtI Leadership Team will meet on a regular basis with the administration to help develop and revise the School Improvement Plan on an ongoing basis. The team provides data on all level 1 and level 2 students, bubble students, and the lowest 25% of students. This data helps set clear expectations for instruction and facilitates the development for a systemic approach to teaching and learning.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through the use of Edusoft data.
3. The Leadership Team will provide levels of support and interventions to students based on data from all interim tests and school site specific tests.

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

Palm Springs Middle School uses the following data management systems to summarize tiered data:
1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include :
Academic:
• District Interim assessments
• State/Local Math and Science assessments
• FCAT scores
• Student grades
• FAIR assessments
Behavior:
• Positive Behavior Support Program
• Minor Infractions
• Student Case Management System
• Detentions
• Suspensions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals
• Team surveys
• Attendance
• Referrals to special education programs

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 7,000

Palm Springs Middle School offers after-school tutoring on a daily basis throughout the school year. Instruction is provided for students of all grade levels in the core content areas to assist in the understanding of current concepts and skills. Additionally, Saturday Academy offers review and enrichment activities that contribute to the education of all students for three hours on Saturday mornings from January 2013 – May 2013.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Data is collected and analyzed throughout the school year in an effort to adjust the school's academic goals and target strategies.

Who is responsible for monitoring implementation of this strategy?

The Leadership team is responsible for collecting and analyzing data school wide. Teachers are responsible for collecting, analyzing and monitoring data from their own students as well as monitor data school-wide..

Literacy Leadership Team (LLT)

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

Name	Title
Eric Acosta	Principal
Cortnye Arce	Assistant Principal
Mary Garrastazu	Assistant Principal
Neyda Guerra	Language Arts Department Chairperson
Ronald Landrum	Mathematics Department Chairperson
Janis Lord	Co-Science Department Chairperson
Phyllis Morris	Co-Science Department Chairperson
Francisco Someillan	Social Studies Department Chairperson
Virginia Valdes	Services Department Chair/Test Chair
Jose Fernandez	ESOL Department Chairperson
Faye Moore	Gifted Team Leader/Coordinator

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing to the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a positive impact on student learning through his or her support of teachers and coaches. In order for principals to

become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading//language arts department chairperson is vital in the process of providing job embedded professional development at the school level. The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT at Palm Springs Middle School meets monthly to address the needs of the students and facilitate the goals of the school's overall Reading and Academic Plan. The LLT is based on a cross-section of the faculty and administrative team including reflecting highly qualified professionals interested in serving to improve literacy instruction across the curriculum. The principal promotes the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. During the monthly meetings, the LLT members analyze the effectiveness of the Instructional Focus Calendars; collect and analyze the effectiveness of FAIR and Interim assessments; develop workshops for instructional staff; enrich classrooms with reading literacy tools as a lifelong goal for student success, organize literacy activities for students and parents; make necessary revisions and improvements to focus lessons; and share best practices and student work.

Major initiatives of the LLT

The main focus with the Literacy Leadership Team for the 2013- 2014 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated
based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
Specific goals for the LLT this year encompass the following:
• Implement a Pacer Time literacy program that incorporates a curriculum that reinforces reading, mathematics, science and social studies skills on a daily basis, as well as, reading informational texts in relation to common core.
• Implement CRISS strategies across the curriculum with graphic organizers.
• Create and implement a literacy partnership among students, parents and teachers through the use of the Reading Plus Program.
• Design a book fair to increase school wide and community literacy.
• Assign Summer 2013 Reading projects that will be incorporated into each student's grade through Language Arts at the beginning of the 2013-2014 school year.
• Implement a school wide writing approach utilizing the Write Score Formative Writing Assessment for 8th grade ELA teachers and students.

Every Teacher Contributes to Reading Instruction

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

All certified teachers provide students with effective reading strategies in the classroom. Teachers will create a print rich environment for students which include word walls, charts, diagrams, goals etc. They will also develop a classroom library that includes a variety of genres organized by reading/interest levels. The library will be utilized by students during guided reading, small group instruction and/or independent reading.
Teachers are also be provided with Reading, Math, Science and Social Studies Reinforcement/ Enrichment activities during a 30 minute Pacer Time that are based on school-wide data. Palm Spring Middle School's school-wide initiative focuses on promoting reading across the curriculum.

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

Our school offers a variety of elective courses that prepare students for high school and the real world. Our sound engineering and law studies courses are two such electives. Furthermore, we offer an accelerated curriculum that includes Algebra I Honors, Physical Science Honors, and Spanish II. Additionally, our students participate in the iPrep mathematics program across all grades. This program allows them to integrate applied technology with math lessons.

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

Our student services department holds frequent meetings with all of our students to review their academic progress, high school application processes, and career-aligned goals. Student progress is monitored by teachers at weekly grade-level team meetings. Teachers, counselors, and administrators work together to help students select courses and plan for their futures. Furthermore, area magnet and high schools hold information sessions throughout the year to apprise students of opportunities for high school and beyond. We also work closely with our Dade partner, Miami-Dade College. Staff from Miami-Dade's financial aid office works with parents to begin financial planning for college. Our students also visit Miami-Dade's north campus to explore various career and academic opportunities.

Strategies for improving student readiness for the public postsecondary level

Our student services department holds frequent meetings with all of our students to review their academic progress, high school application processes, and career-aligned goals. Student progress is monitored by teachers at weekly grade-level team meetings. Teachers, counselors, and administrators work together to help students select courses and plan for their futures. Furthermore, area magnet and high schools hold information sessions throughout the year to apprise students of opportunities for high school and beyond. We also work closely with our Dade partner, Miami-Dade College. Staff from Miami-Dade's financial aid office works with parents to begin financial planning for college. Our students also visit Miami-Dade's north campus to explore various career and academic opportunities.

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	57%	46%	No	61%
American Indian		0%		
Asian		0%		
Black/African American	41%	20%	No	47%
Hispanic	57%	46%	No	61%
White	73%	57%	No	75%
English language learners	36%	23%	No	42%
Students with disabilities	38%	32%	No	44%
Economically disadvantaged	57%	44%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	300	24%	36%
Students scoring at or above Achievement Level 4	253	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		24%
Students scoring at or above Level 7	20	50%	51%

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)		70%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	136	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	99	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	63	18%	26%

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	144	35%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	43%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	28%	23%	No	36%
Hispanic	59%	44%	No	63%
White	58%	46%	No	63%
English language learners	50%	26%	No	55%
Students with disabilities	38%	31%	No	45%
Economically disadvantaged	59%	42%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	21%	42%
Students scoring at or above Achievement Level 4	140	12%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	24%	27%
Students scoring at or above Level 7	17	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		94%	95%
Middle school performance on high school EOC and industry certifications		86%	87%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	51%	52%
Students scoring at or above Achievement Level 4	62	35%	35%

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	63	15%	20%
Students scoring at or above Achievement Level 4	59	14%	16%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		11
Participation in STEM-related experiences provided for students	465	39%	49%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	320	27%	30%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	123	11%	14%
Completion rate (%) for CTE students enrolled in *accelerated* courses		98%	99%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	172	13%	12%
Students who fail a mathematics course	108	8%	7%
Students who fail an English Language Arts course	50	4%	3%
Students who fail two or more courses in any subject	42	3%	2%
Students who receive two or more behavior referrals	123	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	85	6%	5%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is for 61% of students to meet proficiency, a gain of 15 percentage points.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 35% of students scored at a level 3.5 or above. Our goal for the 2013-2014 school year is for 42% of students to score at a level 3.5 or above, a gain of 7 percentage points.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students met proficiency. Our goal for the 2013-2014 school year is for 63% of students to meet proficiency, a gain of 20 percentage points.

G4. In the 2012-2013 school year, 256 students participated in middle school accelerated courses. Our goal for the 2013-2014 school year is to increase this number by 10 percentage points.

G5. Results of the 2013 Algebra I EOC indicate the 51% of students scored a level 3 and the 35% of students scored at or above a level 4. Our goal is to increase both categories by 1 percentage points.

G6. The results of the 2013 FCAT Science Test indicate that 15% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is for 20% of students to achieve level 3 proficiency, an increase of 5 percentage points.

G7. Throughout the 2012-2013 school year, students were afforded the opportunity to participate in 21 STEM related experiences. Our goal for 2013-2014, is to increase the number of STEM related experiences to 31, an increase of 48 percentage points.

G8. Over the 2013-2014 school year, our goal is to increase the number of students participating in CTE courses by 3 percentage points.

G9. According to the results of the 2013 Civics Baseline EOC Exam, 1% of students achieved proficiency. Our goal for 2013-2014, is for 10% of students to be proficient.

G10. Our goal for the 2013-2014 school year is to reduce the number of students in every category of the Early Warning System by at least 1 %.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is for 61% of students to meet proficiency, a gain of 15 percentage points.

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

Resources Available to Support the Goal
- Reading Plus intervention software

- reading enrichment courses

- Reading Support through Common Core Workbooks from Triumph Learning

- Pacer Time Reading enrichment and reinforcement activities

- Text readers

- Audio books

- District Pacing Guides and interim assessment

- CELLA Connections curriculum

- District and Region support personnel

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students in the Hispanic and ELL (English Language Learners) subgroups are deficient in Category One: Context Clues and Vocabulary.

- The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students in the White, Black, Students with Disabilities (SWD), and Economically Disadvantaged (ED) subgroups are deficient in Reporting Category Four: Locate, Interpret, and organize information/ Information Text Research Process.

- The results of the 2013 FCAT 2.0 Reading Test indicate that the students scoring at achievement level 3 are deficient in Reporting Category One: Context Clues and Vocabulary.

- The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students achieving a level 4 or above are deficient in Reporting Category Four: Locate, Interpret, and organize information/Information Text Research Process.

- The results of the 2013 Florida Alternate Assessment (FAA) indicate that 23% of students achieved a level 4, 5, or 6 in reading. On the 2014 FAA, our goal is for 24% of students to score a 4, 5, or 6, an increase of 1 percentage point..

- The results of the 2013 Florida Alternate Assessment (FAA) indicate that 50% of students achieved at or above a level 7 in reading. On the 2014 FAA, our goal is for 51% of students to score at or above a level 7 in reading, an increase of 1 percentage point.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 71%, an increase of 3%.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students were in the lowest 25 percentile made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25 percentile making learning gains to 73%, an increase of 3 percentage points..

- Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Listening and Speaking by 6 percentage points, from 42% to 48%.

- Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Reading by 7 percentage points, from 28% to 35%.

- Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Writing by 8 percentage points, from 18% to 26%.

- Teachers would benefit from additional practice developing and implementing rigorous lessons that provide opportunities for students to respond to critical thinking questions.

Plan to Monitor Progress Toward the Goal

Teachers may use ability groups and Reading Plus to focus provide students with additional practice with vocabulary and context clues. This will be accomplished by targeted instruction on decoding using prefixes, suffixes, cognates, loan words, and word families.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reading Plus data reports, District interim assessment data, and teacher-created assessments

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 35% of students scored at a level 3.5 or above. Our goal for the 2013-2014 school year is for 42% of students to score at a level 3.5 or above, a gain of 7 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- District interim and baseline writing assessments
- Write Score Formative Writing Assessments Programs

Targeted Barriers to Achieving the Goal
- Students need to receive feedback and guidance in a more timely fashion but language arts teachers are over-whelmed with grading diagnostic essays and are unable to provide responsive feedback quickly.

Plan to Monitor Progress Toward the Goal

The Write Score program will then be used to reassess students' writing deficiencies and teachers mayuse updated result to continuously adjust writing instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Write Score scoring reports and student writing folders

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students met proficiency. Our goal for the 2013-2014 school year is for 63% of students to meet proficiency, a gain of 20 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)

Resources Available to Support the Goal

- District Pacing Guides and Interim Assessments

- Fast Math Computer Intervention Program

- Fraction Nation Computer Intervention Program

- District and Region math support personnel

Targeted Barriers to Achieving the Goal

- Based on the 2013-2014 FCAT 2.0 Mathematics data, students need additional practice and support in the Reporting Category of Geometry and Measurement across all grade levels and subgroups. Students need additional support to comprehend and visualize abstract concepts like volume and surface area.

- Based on the 2013-2014 FCAT 2.0 Mathematics data, 21% of students scored at a level 3. Our goal for the 2013-2014 school year is for 42% of students to score at a level 3, an increase of 21 percentage points. Students struggle to understand what they are being asked and how to attack word problems. This stems from a deficiency in math vocabulary.

- Based on the 2013-2014 FCAT 2.0 Mathematics data, 12% of students scored at a level 4 or 5. Our goal for the 2013-2014 school year is for 21% of students to score at a level 4 or 5, an increase of 9 percentage points. These students would benefit from additional practice and support in the reporting category of Geometry and Measurement.

- The results of the 2013 Florida Alternate Assessment (FAA) in Mathematics indicate that 24% of students achieved a level 4, 5, or 6. On the 2014 FAA, our goal is for 27% of students to score a level 4, 5, or 6, an increase of 3 percentage points.

- The results of the 2013 Florida Alternate Assessment (FAA) in Mathematics indicate that 41% of students achieved a level 7-9. On the 2014 FAA, our goal is for 42% of students to score a level 7-9, an increase of 1 percentage point.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 57% of students made learning gains. Our goal for the 2013-2014 school year is for 61% of students to make learning gains, an increase of 4 percentage points.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 58% of students in the lowest 25th percentile made learning gains. Our goal for the 2013-2014 school year is for 62% of students in the lowest 25th percentile to make learning gains, an increase of 4 percentage points.

- Teachers may need additional support aligning curriculum to appropriate benchmark-aligned resources.

Plan to Monitor Progress Toward the Goal

In order to monitor progress toward these strategies, the LLT will review student work samples and monitor student movement on District-created interim assessments and teacher-created benchmark-aligned assessments.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Monthly

Evidence of Completion:
Classroom observation logs and minutes from LLT meetings

G4. In the 2012-2013 school year, 256 students participated in middle school accelerated courses. Our goal for the 2013-2014 school year is to increase this number by 10 percentage points.

Targets Supported

Resources Available to Support the Goal
- Counselors
- Math and science
- In House Articulation Materials

Targeted Barriers to Achieving the Goal
- Students are unaware of the various middle school accelerated course offerings at our school.

Plan to Monitor Progress Toward the Goal

Monitor homeroom visit logs and counselor request logs at monthly LLT meetings.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Monthly

Evidence of Completion:
LLT meeting logs and agendas

G5. Results of the 2013 Algebra I EOC indicate the 51% of students scored a level 3 and the 35% of students scored at or above a level 4. Our goal is to increase both categories by 1 percentage points.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Math department chairperson
- Curriculum Support Personnel
- Leadership Team
- Algebra I teachers
- Manipulatives
- Algebra Nation and Grade Results Software

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Algebra I EOC , the area of greatest difficulty for students scoring at level 3 was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.
- According to the results of the 2013 Algebra I EOC , the area of greatest difficulty for students scoring at level 4 or above was in the Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

In order to monitor progress toward these strategies, the LLT will review student work samples and monitor student movement on District-created interim assessments and teacher-created benchmark-aligned assessments.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Literacy Leadership Team (LLT)

Evidence of Completion:
Classroom observation logs and minutes from LLT meetings

G6. The results of the 2013 FCAT Science Test indicate that 15% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is for 20% of students to achieve level 3 proficiency, an increase of 5 percentage points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Science teachers
- Essential labs
- Florida Achieves and FCAT Explorer software
- Designated science computer lab
- Power My Learning software
- Science Department Chairperson
- Gizmos
- District and Region CSS and Support Personnel

Targeted Barriers to Achieving the Goal

- The results of 2013 FCAT 2.0 Science Test indicate that students scoring at a level 3 need additional support in the reporting category of Nature of Science.
- The results of the 2013 FCAT 2.0 Science Test indicate that 14% of students scored at level 4 or above. Students scoring at a level four or above need additional support exploring and identifying scientific concepts and processes in real world simulations and scenarios.
- Teachers would benefit from collaborative structures that help them plan and execute lessons aligned to individual benchmark specifications.

Plan to Monitor Progress Toward the Goal

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on interim assessments to adjust instruction as needed.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Classroom observation logs and minutes from LLT meetings

G7. Throughout the 2012-2013 school year, students were afforded the opportunity to participate in 21 STEM related experiences. Our goal for 2013-2014, is to increase the number of STEM related experiences to 31, an increase of 48 percentage points.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Science teachers

- Future Cities website and competition

- Dade County Youth Fair Science Project Competition

- Earth Club

- SECME

- Fairchild Challenge and Fairchild Gardens

- Mu Alpha Theta math competitions

- Brain Bowl

Targeted Barriers to Achieving the Goal

- Throughout the 2012-2013 school year, students were afforded the opportunity to participate in 21 STEM related experiences. Our goal for the 2013-2014 school year is to increase the number of STEM related experiences to 31, an increase of 48 percentage

- Based on the 2012-2013 school data, 15% of students participated in STEM projects or areas of enrichment like the science fair, SECME, the Fairchild Challenge, and math competitions. This year's goal is to increase the number of students participating in STEM projects or areas of enrichment advanced STEM courses to 35%, an increase of 20 percentage points.

Plan to Monitor Progress Toward the Goal

The LLT will review student work samples using the department created checklists and rubrics to determine the progress toward this goal.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Monthly and quarterly

Evidence of Completion:
Classroom observation logs and minutes from LLT meetings

G8. Over the 2013-2014 school year, our goal is to increase the number of students participating in CTE courses by 3 percentage points.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE teachers

- Counselors

Targeted Barriers to Achieving the Goal

- According to data from the 2012-2013 school year, 27% of students participated in one or more CTE classes. Our goal for 2013-2014 is for 30% of students to participate in one or more CTE courses, an increase of 3 percentage points.

- According to data from the 2012-2013 school year, 11% of students in CTE courses also participated in accelerated courses. Our goal for 2013-2014 is for 14% of students to participate in CTE and accelerated courses, an increase of 3 percentage points.

Plan to Monitor Progress Toward the Goal

The LLT will monitor the Resource Fair, the creation of the curriculum bulletin, and the schedule for classroom visits throughout the articulation process.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Resource Fair sign-in roster, the curriculum bulletin, minutes from LLT meetings, and number of students participating in CTE courses

G9. According to the results of the 2013 Civics Baseline EOC Exam, 1% of students achieved proficiency. Our goal for 2013-2014, is for 10% of students to be proficient.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Interim Assessments
- Pacing Guides
- Pacer Time Social Studies activities using non-fiction and current events
- Paired texts
- District and Region support personnel

Targeted Barriers to Achieving the Goal
- Students will benefit from increased exposure to primary source non-fiction texts and direct instruction on decoding unfamiliar vocabulary words.
- Teachers would benefit from utilizing the NGSSS standards and Common Core Standards when planning collaboratively.

Plan to Monitor Progress Toward the Goal

The LLT will complete classroom visits in order to monitor progress towards the adopted strategies and practices.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Classroom visit logs and articulation data and documentation

G10. Our goal for the 2013-2014 school year is to reduce the number of students in every category of the Early Warning System by at least 1 %.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- LEAPS Curriculum
- Trust Counselor and counselors
- Attendance incentives
- Positive Behavior Support Program

Targeted Barriers to Achieving the Goal
- According to data from the 2012-2013 school year, 13% of the student body missed ten percent or more of available instructional time. Our goal for the 2013-2014 school year is to reduce this to 12% or less.
- According to data from the 2012-2013 school year, 3% of the student body failed two or more courses in any subject. Our goal for the 2013-2014 school year is to reduce this to 2% or less.
- According to data from the 2012-2013 school year, 6% of the student body received one or more behavior referrals that led to suspension. Our goal for the 2013-2014 school year is to reduce this to 5% or less.

Plan to Monitor Progress Toward the Goal

The LLT will meet to monitor and discuss progress towards attendance data and behavioral goals.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Monthly and quarterly

Evidence of Completion:
Attendance data and RtI-B system data

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is for 61% of students to meet proficiency, a gain of 15 percentage points.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students in the Hispanic and ELL (English Language Learners) subgroups are deficient in Category One: Context Clues and Vocabulary.

G1.B1.S1 We will utilize cooperative learning ability groups and the Reading Reinforcement Support Program with all language arts students to focus instruction on Category One: Context Clues and Vocabulary.

Action Step 1

-Load all language arts students into the Reading Plus intervention software to help accelerate and remediate as necessary to enable ability grouping instruction. -Tailor teacher-led Pacer Time reading activities to focus on vocabulary development. -Teach specific word recognition and decoding strategies to help students attack words that are unfamiliar. This can include word families, suffixes, prefixes, and cognates.

Person or Persons Responsible

Language arts teachers

Target Dates or Schedule

During Pacer Time and in language arts classes during small group instruction periods throughout the year.

Evidence of Completion

Reading Plus data reports and student work samples

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

Using the FCIM, the LLT and Mtss/RtI teams will review students monthly Reading Plus performance data along with District interim assessment data to make adjustments as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus data reports and District interim assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM, the LLT and Mtss/RtI teams will review students monthly Reading Plus performance data along with District interim assessment data to make adjustments as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus data reports and District interim assessment data

G1.B2 The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students in the White, Black, Students with Disabilities (SWD), and Economically Disadvantaged (ED) subgroups are deficient in Reporting Category Four: Locate, Interpret, and organize information/Information Text Research Process.

G1.B2.S1 Students will be provided with additional reinforcement activities that require them to utilize critical thinking strategies needed to locate, interpret, and organize information and to determine the validity and reliability of information within and across texts.

Action Step 1

-Teachers will use real world documents, articles, brochures and websites to locate, interpret and organize information using graphic organizers as appropriate. -Teachers will model this process for students, breaking into chunks and steps.

Person or Persons Responsible

Language arts and social studies teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark-aligned assessments

Facilitator:

Rhett Landrum

Participants:

All teachers

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

Using the FCIM, classroom observations and weekly reviews of Reading Plus data, the LLT will ensure fidelity toward this goal.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Reading Plus data reports and District interim assessment data

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM, classroom observations and weekly reviews of Reading Plus data, the LLT will ensure fidelity toward this goal.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Reading Plus data reports and District interim assessment data

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that the students scoring at achievement level 3 are deficient in Reporting Category One: Context Clues and Vocabulary.

G1.B3.S1 Students will be provided with opportunities to use context clues in informational text in order to determine the meaning of unfamiliar words.

Action Step 1

-Teachers will provide explicit instruction in how to use context clues to decode unfamiliar words. -Teachers will familiarize students with types of context clues and signals in the text structure like commas and parenthesis to signal the meanings of words. -Teachers will provide explicit instruction in how to use context clues by using surrounding text features such as words, phrases, pictures, captions, or graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on interim assessment to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, FAIR reports, and District interim assessments

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on interim assessment to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples, FAIR reports, and District interim assessments

G1.B4 The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students achieving a level 4 or above are deficient in Reporting Category Four: Locate, Interpret, and organize information/Information Text Research Process.

G1.B4.S1 Students will be provided with opportunities to practice effectively utilizing the Informational Text/Research Process as modeled by their teachers.

Action Step 1

-Provide instruction in utilizing real-world documents such as brochures, instructional manuals, current events, and websites to locate, interpret, and organize information. -Instruct students in the use of text features such as charts, maps, and graphs in texts across the curriculum. -Teach students to use a variety of note-taking strategies and our Guided Reading Plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on interim assessment to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples, Reading Plus data reports and District interim assessment data

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on interim assessment to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples, Reading Plus data reports and District interim assessment data

G1.B5 The results of the 2013 Florida Alternate Assessment (FAA) indicate that 23% of students achieved a level 4, 5, or 6 in reading. On the 2014 FAA, our goal is for 24% of students to score a 4, 5, or 6, an increase of 1 percentage point..

G1.B5.S1 Students require multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

-Teachers may use materials such as read-alouds, auditory tapes, and text readers that provide print with visuals and/or symbols. -Students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). -Teachers may select informational texts that are appropriate for this task.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher-created assessments

Facilitator:

Rhett Landrum

Participants:

All teachers

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

The Behavior Management Teacher (BMT) and the SPED Department Chairperson will conduct ongoing reviews of student progress.

Person or Persons Responsible

Behavior Management Teacher (BMT) and the SPED Department Chairperson

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples and teacher-created assessments

Plan to Monitor Effectiveness of G1.B5.S1

The Behavior Management Teacher (BMT) and the SPED Department Chairperson will conduct ongoing reviews of student progress.

Person or Persons Responsible

Behavior Management Teacher (BMT) and the SPED Department Chairperson

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples and teacher-created assessments

G1.B6 The results of the 2013 Florida Alternate Assessment (FAA) indicate that 50% of students achieved at or above a level 7 in reading. On the 2014 FAA, our goal is for 51% of students to score at or above a level 7 in reading, an increase of 1 percentage point.

G1.B6.S1 Students require multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

-SPED teachers will use read-alouds, auditory tapes, and text readers that incorporate print with visuals and/or symbols. -Students will be provided with opportunities to experience a text several times in more than one media.

Person or Persons Responsible

SPED teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher-created assessments

Facilitator:

Rhett Landrum

Participants:

All teachers

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

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to adjust instruction as needed.

Person or Persons Responsible

Behavior Management Teacher (BMT) and the SPED Department Chairperson and the LLT

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation and walk-through logs; minutes and agendas from LLT meetings

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to adjust instruction as needed.

Person or Persons Responsible

Behavior Management Teacher (BMT) and the SPED Department Chairperson and the Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation and walk-through logs; minutes and agendas from LLT meetings

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 71%, an increase of 3%.

G1.B7.S1 The implementation of Reading Plus will continue as a school-wide program. Students will participate in a minimum of 30 minutes a week in school to complete a minimum of two sessions weekly.

Action Step 1

-Teachers may implement the Reading Plus program with fidelity through their language arts classes.
-Teachers may adjust instruction and provide additional support and incentive to students who need acceleration and remediation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

-The LLT will monitor, analyze, and use program generated reports to ensure that students are making adequate progress in reading practices.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Agendas and minutes from leadership, interdisciplinary grade level team, and curriculum council meetings.

Plan to Monitor Effectiveness of G1.B7.S1

The LLT will monitor, analyze, and use program generated reports to ensure that students are making adequate progress in reading practices.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Agendas and minutes from leadership, interdisciplinary grade level team, and curriculum council meetings.

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students were in the lowest 25 percentile made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25 percentile making learning gains to 73%, an increase of 3 percentage points..

G1.B8.S1 The implementation of Reading Plus will continue as a school-wide program. Students will participate in a minimum of 30 minutes a week in school to complete a minimum of two sessions weekly. In addition, targeted students in the lowest 25 percentile will participate in biweekly small group intervention sessions with a highly-qualified reading interventionist.

Action Step 1

-The reading interventionist may provide bi-weekly small group instruction targeted at alleviating the specific reading deficiencies experienced by the lowest 25 percentile. -Teachers may adjust instruction and provide additional support and incentive to students who need acceleration and remediation.

Person or Persons Responsible

Teachers and reading interventionist

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Tutoring logs and Reading Plus data reports

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

Using the FCIM, classroom observations and weekly reviews of Reading Plus data, the LLT will ensure fidelity toward this goal.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Reading Plus data reports and District interim assessment data

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM, classroom observations and weekly reviews of Reading Plus data, the LLT will ensure fidelity toward this goal.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Reading Plus data reports and District interim assessment data

G1.B9 Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Listening and Speaking by 6 percentage points, from 42% to 48%.

G1.B9.S1 In order to facilitate growth in the areas of Listening and Speaking, teachers will incorporate CELLA Connections as part of their opening routine.

Action Step 1

-teachers may use differentiated instructional delivery models to target skill deficiencies through the use of the CELLA Connections curriculum.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing during first 20-30 minutes of instructional block

Evidence of Completion

student work samples

Facilitator:

Department Chairs

Participants:

All teachers

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

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to determine whether or not the CELLA Connections curriculum is being utilized with fidelity.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation and walk-through logs; minutes and agendas from LLT meetings

Plan to Monitor Effectiveness of G1.B9.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to determine whether or not the CELLA Connections curriculum is being utilized with fidelity.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation and walk-through logs; minutes and agendas from LLT meetings

G1.B10 Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Reading by 7 percentage points, from 28% to 35%.

G1.B10.S1 Teachers may implement strategies to encourage students to participate in reinforcement and support programs.

Action Step 1

-Teachers may incorporate the reading department chair's Instructional Focus Calendar in ELL classes. -Teachers may require that students complete two Teen Biz reading assignments weekly. -Teachers may provide additional support and incentive to students to complete Reading Plus sessions. -Teachers may differentiate lessons to accommodate differing ability groups and levels of readiness.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Reading Plus data reports, and Teen Biz usage reports

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

The LLT will visit classrooms and review student work samples in addition to reviewing reports from Teen Biz and Reading Plus.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom walk-through logs, Teen Biz usage reports, Reading Plus data, and CELLA Reading results

Plan to Monitor Effectiveness of G1.B10.S1

The LLT will visit classrooms and review student work samples in addition to reviewing reports from Teen Biz and Reading Plus.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom walk-through logs, Teen Biz usage reports, Reading Plus data, and CELLA Reading results

G1.B11 Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Writing by 8 percentage points, from 18% to 26%.

G1.B11.S1 Teachers may receive explicit instruction on the writing process using pictures to develop and elaborate on written questions and descriptions.

Action Step 1

-Teachers may provide explicit instruction in the writing process to include preplanning, paragraph development, and the inclusion of relevant details. -Teachers may use anchor papers to exemplify paragraphs and details that are exceptional.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and results of the District interim writing assessments

Facilitator:

Ms. Guerra, Ms. Shirley, and Mr. Landrum

Participants:

All teachers

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

The LLT will conduct classroom observations and walk-throughs and reviews of lessons. Student writing samples will also be reviewed quarterly.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation and walk-through logs; minutes and agendas from LLT meetings

Plan to Monitor Effectiveness of G1.B11.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation and walk-through logs; minutes and agendas from LLT meetings

G1.B12 Teachers would benefit from additional practice developing and implementing rigorous lessons that provide opportunities for students to respond to critical thinking questions.

G1.B12.S1 Effectively plan to align instruction to the current standards and to deliver rigorous lessons that provide opportunities for students to respond to critical thinking questions with evidence-based answers and create authentic intellectual work products.

Action Step 1

Reading ELA and ELL Curriculum Support Specialists will effectively plan with language arts, reading, and ESOL teachers to establish instructional routines aligned to current ELA curriculum standards with opportunities for students to respond to critical thinking questions with evidence-based answers and create authentic intellectual work products to facilitate bell-to-bell instruction.

Person or Persons Responsible

Tashimba Andrews ELA CSS, Maria Cueto ELL CSS, and ESOL and LA department chairs

Target Dates or Schedule

October 14, 2013

Evidence of Completion

Planning development materials and lesson plans that reflect specific instructional routines aligned to current ELA curriculum

Facilitator:

Tashimba Andrews English-Language Arts CSS

Participants:

ESOL, Reading, and Language Arts teachers

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

Classroom walk-throughs by RtI team and Region personnel

Person or Persons Responsible

RtI, Leadership Team, and Region personnel

Target Dates or Schedule

On-going

Evidence of Completion

Walk-through logs and student work samples

Plan to Monitor Effectiveness of G1.B12.S1

Classroom walk-throughs by RtI team and Region personnel

Person or Persons Responsible

RtI, Leadership Team, and Region personnel

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-through logs, logs from District and Region visits learner outcomes on District-created Interim and Topic Assessments

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 35% of students scored at a level 3.5 or above. Our goal for the 2013-2014 school year is for 42% of students to score at a level 3.5 or above, a gain of 7 percentage points.

G2.B1 Students need to receive feedback and guidance in a more timely fashion but language arts teachers are over-whelmed with grading diagnostic essays and are unable to provide responsive feedback quickly.

G2.B1.S1 Language arts teachers will use the Write Score program to provide appropriate and timely feedback for student diagnostic essays.

Action Step 1

-Teachers may use the new Write Score program to submit diagnostic essays and receive feedback within the week. -These diagnostic essays will be used to tailor writing lessons to the specific needs of learners. -The Write Score program will be used to reassess students' writing deficiencies and teachers will use updated result to continuously adjust writing instruction.

Person or Persons Responsible

Language arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Write Score scoring reports and student writing folders

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

The LLT will conduct periodic reviews of student work samples during classroom walk-throughs. Furthermore, the LLT will note trends in the Write Score data in order to help determine which elements of the writing process need further attention. The LLT may adjust professional development and school-wide intervention programs as necessary.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation logs and Write Score trend analysis

Plan to Monitor Effectiveness of G2.B1.S1

The LLT will conduct periodic reviews of student work samples during classroom walk-throughs. Furthermore, the LLT will note trends in the Write Score data in order to help determine which elements of the writing process need further attention. The LLT may adjust professional development and school-wide intervention programs as necessary.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation logs and Write Score trend analysis

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students met proficiency. Our goal for the 2013-2014 school year is for 63% of students to meet proficiency, a gain of 20 percentage points.

G3.B1 Based on the 2013-2014 FCAT 2.0 Mathematics data, students need additional practice and support in the Reporting Category of Geometry and Measurement across all grade levels and subgroups. Students need additional support to comprehend and visualize abstract concepts like volume and surface area.

G3.B1.S1 Students will benefit from additional support and explicit instruction in order to help them understand and visualize abstract concepts like volume and surface area.

Action Step 1

-Teachers may utilize investigation models to demonstrate fractional and proportional relationships with real-world objects that are cones, cylinders, and prisms. -Teachers may also investigate geometric properties and relationships using the Florida Achieves software. -Teachers may capitalize on real-world discovery lessons that involve changing the dimensions of 2D and 3D objects.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing with special emphasis in the third and fourth nine week periods

Evidence of Completion

student work samples and results of District interim assessments

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

The LLT will visit classrooms and review student work samples to ensure that appropriate strategies are being implemented with fidelity.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom walk-throughs and result of District interim assessments

Plan to Monitor Effectiveness of G3.B1.S1

The LLT will visit classrooms and review student work samples to ensure that appropriate strategies are being implemented with efficacy.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom walk-throughs and result of District interim assessments

G3.B2 Based on the 2013-2014 FCAT 2.0 Mathematics data, 21% of students scored at a level 3. Our goal for the 2013-2014 school year is for 42% of students to score at a level 3, an increase of 21 percentage points. Students struggle to understand what they are being asked and how to attack word problems. This stems from a deficiency in math vocabulary.

G3.B2.S1 Students need continuous and sustained practice with math vocabulary to help them decipher word problems.

Action Step 1

-Teachers may incorporate a vocabulary section in students' math notebooks. -Teachers may capitalize upon bell ringers and Do Now activities to reinforce essential math vocabulary. -Teachers may use word families and languages of origin as a means to help students remember the definitions of high frequency math vocabulary. -Teachers may also provide explicit instruction on vocabulary words that occur on the FCAT with the greatest frequency.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples and performance of teacher-created assessments and interim assessments

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

The LLT will conduct ongoing reviews of student work samples to ensure that vocabulary activities are being incorporate s part of the math instructional block..

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples and District interim assessment data

Plan to Monitor Effectiveness of G3.B2.S1

The LLT will conduct ongoing reviews of student work samples to ensure that vocabulary activities are being incorporate s part of the math instructional block.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

The LLT will conduct ongoing reviews of student work samples to ensure that vocabulary activities are being incorporate s part of the math instructional block..

G3.B3 Based on the 2013-2014 FCAT 2.0 Mathematics data, 12% of students scored at a level 4 or 5. Our goal for the 2013-2014 school year is for 21% of students to score at a level 4 or 5, an increase of 9 percentage points. These students would benefit from additional practice and support in the reporting category of Geometry and Measurement.

G3.B3.S1 Students will participate in hands-on activities using manipulative in math "dry labs" to answer higher order performance items that involve dimensional change and analysis.

Action Step 1

-Teachers may design hands-on activities for students to use in cooperative learning groups. - Teachers may create performance tasks that require the use of 3D manipulatives in order to arrive a solution. -Teachers may help students visualize dimensional changes through the use of real-world objects and situations.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples and performance of teacher-created assessments and interim assessments

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

The LLT will conduct ongoing reviews of student work samples to ensure that hands-on activities are being incorporated into the math instructional block..

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

student work samples and performance of teacher-created assessments and interim assessments

Plan to Monitor Effectiveness of G3.B3.S1

The LLT will conduct ongoing reviews of student work samples to ensure that hands-on activities are being incorporated into the math instructional block..

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

student work samples and performance of teacher-created assessments and interim assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 The results of the 2013 Florida Alternate Assessment (FAA) in Mathematics indicate that 41% of students achieved a level 7-9. On the 2014 FAA, our goal is for 42% of students to score a level 7-9, an increase of 1 percentage point.

G3.B5.S1 Students need additional practice with items that correlate to the actual FAA test items and question stems.

Action Step 1

Teachers may provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Teachers will also provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.

Person or Persons Responsible

SPED teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher-created assessments and 2014 Florida Alternative Assessment (FAA) results

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

The LLT will visit classrooms and review student work samples to ensure that appropriate strategies are being implemented with fidelity.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Student work samples and progress on interim assessments

Plan to Monitor Effectiveness of G3.B5.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to determine whether or not instruction is being targeted appropriately.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher created benchmark aligned mini-assessments

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 57% of students made learning gains. Our goal for the 2013-2014 school year is for 61% of students to make learning gains, an increase of 4 percentage points.

G3.B6.S1 Students need additional opportunities to overcome math basic skills deficits to increase their fluency. This increased fluency will allow them to break more complex math operations into smaller, more manageable steps. The FastMath and Fraction Nation programs will be used to help meet this need.

Action Step 1

Teachers may group students in the lowest 25th in ability groups so that they may participate in the FastMath and Fraction Nation intervention programs and intensive math course.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work sample, interim assessment data, and usage reports from software intervention programs

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

In order to ensure fidelity towards these goals, the LLT will review student work samples and monitor student movement on District-created interim assessments and teacher-created benchmark-aligned assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G3.B6.S1

In order to measure the effectiveness of these strategies, the LLT will review student work samples and monitor student movement on District-created interim assessments and teacher-created benchmark-aligned assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 58% of students in the lowest 25th percentile made learning gains. Our goal for the 2013-2014 school year is for 62% of students in the lowest 25th percentile to make learning gains, an increase of 4 percentage points.

G3.B7.S1 Teachers may group students in the lowest 25th in ability groups so that they may participate in the FastMath and Fraction Nation intervention programs and intensive math course.

Action Step 1

Teachers may group students in the lowest 25th in ability groups so that they may participate in the FastMath and Fraction Nation intervention programs and intensive math course.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work sample, interim assessment data, and usage reports from software intervention programs

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

In order to ensure fidelity towards these strategies, the LLT will review student work samples and monitor student movement on District-created interim assessments and teacher-created benchmark-aligned assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G3.B7.S1

In order to measure the effectiveness of these strategies, the LLT will review student work samples and monitor student movement on District-created interim assessments and teacher-created benchmark-aligned assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G3.B10 Teachers may need additional support aligning curriculum to appropriate benchmark-aligned resources.

G3.B10.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately rigorous, aligned with the learning targets and content area standards and provide explicit instruction on a problem-solving protocol.

Action Step 1

Provide PD on effective planning to establish the learning target and selectively chose real-world application problems and tasks aligned to expectations of the content standards and benchmarks appropriate cognitive complexity. Furthermore, provide PD on a departmentalized problem-solving protocol.

Person or Persons Responsible

Anne Matthews, District CSS, Math Department Chair, and Assistant Principal

Target Dates or Schedule

October 22 and 28, 2013 and on-going

Evidence of Completion

Sign-in sheet and agendas, training materials and resources provided

Facilitator:

Anne Matthews, District CSS

Participants:

Math department and assistance principal

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

Implementation of effective planning and alignment of curriculum at higher levels of comlexity

Person or Persons Responsible

RtI and Leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Increased level of rigor in student work, student work folders, data from Topic and Interim Assessments, and department meetings logs

Plan to Monitor Effectiveness of G3.B10.S1

Monitor efficacy of alignment strategies

Person or Persons Responsible

RtI and Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-through logs, logs from District and Region visits learner outcomes on District-created Interim and Topic Assessments

G4. In the 2012-2013 school year, 256 students participated in middle school accelerated courses. Our goal for the 2013-2014 school year is to increase this number by 10 percentage points.

G4.B1 Students are unaware of the various middle school accelerated course offerings at our school.

G4.B1.S1 Counselors and department chairpersons will visit homeroom classes to inform students of our middle school accelerated offerings and their pre-requisites.

Action Step 1

Counselors and department chairs may visit homeroom classes throughout the year to inform students of our middle school accelerated course offerings.

Person or Persons Responsible

Counselors and department chairs

Target Dates or Schedule

On-going

Evidence of Completion

Student sign in logs and counselor request forms

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

Monitor homeroom visit logs and counselor request logs at monthly LLT meetings.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

LLT meeting logs and agendas

Plan to Monitor Effectiveness of G4.B1.S1

Monitor homeroom visit logs and counselor request logs at monthly LLT meetings to ensure efficacy of visits.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

LLT meeting logs and agendas

G5. Results of the 2013 Algebra I EOC indicate the 51% of students scored a level 3 and the 35% of students scored at or above a level 4. Our goal is to increase both categories by 1 percentage points.

G5.B1 According to the results of the 2013 Algebra I EOC , the area of greatest difficulty for students scoring at level 3 was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.

G5.B1.S1 To reach this goal, we will provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems.

Action Step 1

Teachers may provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems. Teachers may also use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve real world problems. Additionally, teachers may place Algebra I students in pull-out programs in order to provide them with targeted assistance with this.

Person or Persons Responsible

Algebra I teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, intervention logs, and performance on Algebra I interim assessments

Facilitator:

Anne Matthews

Participants:

Algebra I teachers

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

The LLT will conduct classroom visits to ensure that Algebra I teachers are adhering to the strategies designed to assist this target group of students.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G5.B1.S1

In order to determine the efficacy of our strategies, the LLT will analyze the data from interim assessment and used these data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G5.B2 According to the results of the 2013 Algebra I EOC , the area of greatest difficulty for students scoring at level 4 or above was in the Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.

G5.B2.S1 To reach this goal, we will provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems.

Action Step 1

Teachers may provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems. Teachers may also use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve real world problems. Additionally, teachers may place Algebra I students in pull-out programs in order to provide them with targeted assistance with this.

Person or Persons Responsible

Algebra I teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, intervention logs, and performance on Algebra I interim assessments

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

The LLT will conduct classroom visits to ensure that Algebra I teachers are adhering to the strategies designed to assist this target group of students.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G5.B2.S1

In order to determine the efficacy of our strategies, the LLT will analyze the data from interim assessment and used these data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G6. The results of the 2013 FCAT Science Test indicate that 15% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is for 20% of students to achieve level 3 proficiency, an increase of 5 percentage points.

G6.B1 The results of 2013 FCAT 2.0 Science Test indicate that students scoring at a level 3 need additional support in the reporting category of Nature of Science.

G6.B1.S1 In collaboration with LLT and the RtI, the science department will develop, create, and share activities that directly address the Nature of science.

Action Step 1

Science teachers may develop hands-on activities using manipulatives to assist students in solving real-world problems related to the reporting category of Nature of Science.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher created benchmark aligned mini-assessments

Facilitator:

Staff from Power My Learning

Participants:

All teachers

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

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to determine whether or not instruction is being targeted to the Nature of Science with fidelity.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM, the LLT will review student work folders through classroom walk-throughs and performance on teacher-created assessments to determine whether or not instruction is being targeted to the Nature of Science effectively.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G6.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 14% of students scored at level 4 or above. Students scoring at a level four or above need additional support exploring and identifying scientific concepts and processes in real world simulations and scenarios.

G6.B2.S1 Teachers may implement pervasive use of the science technology lab to access programs like Gizmos, Florida Achieves, and Power My Learning.

Action Step 1

Teachers may use programs like Gizmos, Power My Learning, and Florida Achieves through the designated science technology lab to assist students with linking real world situations to scientific concepts and processes. Teachers may utilize usage reports to focus and reteach when necessary.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage reports from software and student progress on interim assessments

Facilitator:

Staff from Power My Learning

Participants:

All teachers

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

Using the FCIM, classroom observations and weekly reviews of science intervention software data, the LLT will ensure fidelity toward this goal.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM, the LLT and Mtss/RtI teams will review students monthly science intervention performance data along with District interim assessment data to determine effectiveness.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G6.B3 Teachers would benefit from collaborative structures that help them plan and execute lessons aligned to individual benchmark specifications.

G6.B3.S1 Through existing collaborative structures, plan and execute lessons that are aligned to individual benchmark specifications and achievement level descriptions.

Action Step 1

Provide professional development on the unwrapping of the NGSSS benchmarks with FCAT 2.0 item specification for standards-based teaching and learning. teachers may plan collaboratively using FCAT 2.0 item specifications to determine appropriate activities.

Person or Persons Responsible

Dane Jaber, CSS for Science department co-chairs and Assistant Principal for Curriculum

Target Dates or Schedule

October 22, November 1 and 13, 2013 and on-going

Evidence of Completion

Department meeting agendas reflecting CSS facilitation of PD and lesson plans

Facilitator:

Dane Jaber, CSS for Science department co-chairs and Assistant Principal for Curriculum

Participants:

Science department members

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Classroom walk-throughs by RtI team and Region personnel

Person or Persons Responsible

RtI, Leadership Team, and Region personnel

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-through logs, logs from District and Region visits learner outcomes on District-created Interim and Topic Assessments

Plan to Monitor Effectiveness of G6.B3.S1

Classroom walk-throughs by RtI team and Region personnel

Person or Persons Responsible

RtI, Leadership Team, and Region personnel

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-through logs, logs from District and Region visits learner outcomes on District-created Interim and Topic Assessments and department meeting agendas

G7. Throughout the 2012-2013 school year, students were afforded the opportunity to participate in 21 STEM related experiences. Our goal for 2013-2014, is to increase the number of STEM related experiences to 31, an increase of 48 percentage points.

G7.B1 Throughout the 2012-2013 school year, students were afforded the opportunity to participate in 21 STEM related experiences. Our goal for the 2013-2014 school year is to increase the number of STEM related experiences to 31, an increase of 48 percentage

G7.B1.S1 Teachers may mentor students and may provide opportunities for them to explore STEM-related activities as part of daily science instruction. Teachers may link concepts learned in class to parts/steps of the STEM-related competitions outlined in the resource section.

Action Step 1

Teachers may link concepts learned in class to parts/steps of the STEM-related competitions outlined in the resource section.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples and sign-in rosters for STEM-related experiences

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

The LLT will conduct classroom visits to ensure that science teachers are providing students with opportunities to link concepts learned in class to STEM-related competitions and activities.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G7.B1.S1

The LLT will conduct classroom visits to ensure that providing students with opportunities to link concepts learned in class to STEM-related competitions and activities is an effective means to demystify STEM-related activities for students.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G7.B2 Based on the 2012-2013 school data, 15% of students participated in STEM projects or areas of enrichment like the science fair, SECME, the Fairchild Challenge, and math competitions. This year's goal is to increase the number of students participating in STEM projects or areas of enrichment advanced STEM courses to 35%, an increase of 20 percentage points.

G7.B2.S1 Students are in need of appropriate resources, monitoring, and mentorship to successfully complete a quality science fair project.

Action Step 1

Science teachers may design checklists and rubrics for science fair projects. Teachers will conduct interviews with students to check on progress of their projects and assist in selecting topics that are manageable and feasible given parameters and access to resources.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples and science fair projects

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

In order to ensure fidelity, the LLT will visit classroom to ensure that students receive targeted instruction on completing a quality science fair project.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

Plan to Monitor Effectiveness of G7.B2.S1

The LLT will visit science classrooms to ensure that direct instruction on science projects is helping students produce quality projects. The LLT will use the rubrics and checklists created by the science department to measure the quality of projects before they are submitted for judging.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G8. Over the 2013-2014 school year, our goal is to increase the number of students participating in CTE courses by 3 percentage points.

G8.B1 According to data from the 2012-2013 school year, 27% of students participated in one or more CTE classes. Our goal for 2013-2014 is for 30% of students to participate in one or more CTE courses, an increase of 3 percentage points.

G8.B1.S1 In order to create awareness of our CTE offerings, we will hold a resource fair in September and communicate with future students via the curriculum bulletin and website. Additionally, we will encourage current students to participate in CTE courses through classroom visits.

Action Step 1

Staff from PSMS may hold a Resource Fair, create a curriculum bulletin, and conduct classroom visits in order to raise awareness about our CTE course offerings.

Person or Persons Responsible

Teachers, counselors, and the Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom visit logs and articulation data and documentation

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

The LLT will monitor the Resource Fair, the creation of the curriculum bulletin, and the schedule for classroom visits throughout the articulation process.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource Fair sign-in roster, the curriculum bulletin, and minutes from LLT meetings

Plan to Monitor Effectiveness of G8.B1.S1

The LLT will monitor the Resource Fair, the creation of the curriculum bulletin, and the schedule for classroom visits throughout the articulation process.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource Fair sign-in roster, the curriculum bulletin, and minutes from LLT meetings

G8.B2 According to data from the 2012-2013 school year, 11% of students in CTE courses also participated in accelerated courses. Our goal for 2013-2014 is for 14% of students to participate in CTE and accelerated courses, an increase of 3 percentage points.

G8.B2.S1 Students possess limited awareness of the choices of CTE courses available to them.

Action Step 1

In order to create awareness of our CTE offerings, we will hold a resource fair in September and communicate with future students via the curriculum bulletin and website. Additionally, we will encourage current students to participate in CTE courses through classroom visits.

Person or Persons Responsible

Counselors and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource Fair sign-in roster, the curriculum bulletin, and minutes from LLT meetings

Plan to Monitor Fidelity of Implementation of G8.B2.S1

The LLT will monitor the Resource Fair, the creation of the curriculum bulletin, and the schedule for classroom visits throughout the articulation process.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource Fair sign-in roster, the curriculum bulletin, and minutes from LLT meetings

Plan to Monitor Effectiveness of G8.B2.S1

The LLT will monitor the Resource Fair, the creation of the curriculum bulletin, and the schedule for classroom visits throughout the articulation process.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource Fair sign-in roster, the curriculum bulletin, and minutes from LLT meetings

G9. According to the results of the 2013 Civics Baseline EOC Exam, 1% of students achieved proficiency. Our goal for 2013-2014, is for 10% of students to be proficient.

G9.B1 Students will benefit from increased exposure to primary source non-fiction texts and direct instruction on decoding unfamiliar vocabulary words.

G9.B1.S1 Teachers may incorporate non-fiction, current events, and primary sources into their lessons. Additionally, teachers may guide students through activities during Pacer Time in order to reinforce vocabulary and reading skills.

Action Step 1

Teachers may incorporate nonfiction, primary sources, and paired texts into their lessons to assist students in reading difficult texts. Additionally, teachers may guide students through the social studies Pacer Time activities to model vocabulary and reading strategies.

Person or Persons Responsible

Social studies teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and performance on interim assessments

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

The LLT will complete classroom visits in order to ensure fidelity to the adopted strategies and practices.

Person or Persons Responsible

Literacy Leadership Team (LLT) and the social studies department chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and performance on interim assessments

Plan to Monitor Effectiveness of G9.B1.S1

The LLT will complete classroom visits in order to monitor the efficacy of the adopted strategies and practices.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation logs and minutes from LLT meetings

G9.B2 Teachers would benefit from utilizing the NGSSS standards and Common Core Standards when planning collaboratively.

G9.B2.S1 Utilize the Next Generation State Standards/Common Core Standards when planning and delivering lessons.

Action Step 1

Conduct a collaborative planning session focused on how to effectively create lesson plans that reflect standards based instruction with rigor and relevance using the following: NGSSS, District Pacing Guides, and 7th grade EOC Item Specifications

Person or Persons Responsible

Guillermo Ramos Social Studies CSS and Jackie Viand Social Studies ISS

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Teacher classroom lesson plans and individual student folders

Facilitator:

Guillermo Ramos CSS and Jackie Viand ISS

Participants:

Social Studies Department members

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Classroom walk-throughs

Person or Persons Responsible

RtI, Leadership Team, and Region Support Personnel

Target Dates or Schedule

On-going

Evidence of Completion

Walk-through logs, lesson plans, and student work samples

Plan to Monitor Effectiveness of G9.B2.S1

Walk-through logs, lesson plans, and student work samples

Person or Persons Responsible

RtI, Leadership Team, and Region Support Personnel

Target Dates or Schedule

On-going

Evidence of Completion

Walk-through logs, lesson plans, and student work samples

G10. Our goal for the 2013-2014 school year is to reduce the number of students in every category of the Early Warning System by at least 1 %.

G10.B1 According to data from the 2012-2013 school year, 13% of the student body missed ten percent or more of available instructional time. Our goal for the 2013-2014 school year is to reduce this to 12% or less.

G10.B1.S1 PSMS will capitalize on attendance incentive programs and positive behavior reinforcement rewards to encourage student attendance.

Action Step 1

Staff may design and implement the Positive Behavior Support Program utilizing minor infractions and rewards to encourage student attendance and model behavior.

Person or Persons Responsible

PSMS Staff

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Attendance data and RtI-B system data

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

The LLT will meet to monitor and discuss attendance data and behavioral goals.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance data and RtI-B system data

Plan to Monitor Effectiveness of G10.B1.S1

The LLT will meet to monitor and discuss attendance data and behavioral goals.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Attendance data and RtI-B system data

G10.B2 According to data from the 2012-2013 school year, 3% of the student body failed two or more courses in any subject. Our goal for the 2013-2014 school year is to reduce this to 2% or less.

G10.B2.S1 PSMS staff will encourage at risk students to participate in remediation and intervention programs like the Saturday Academy, after-school tutoring, and intervention pull-out programs. Additionally, the student services department will monitor student academic performance and provide follow-up.

Action Step 1

Staff may encourage and provide incentives for students at risk to participate in remediation and intervention programs such as the Saturday Academy, after-school tutoring, and intervention pull-out programs.

Person or Persons Responsible

PSMS Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance data and RtI-B system data

Plan to Monitor Fidelity of Implementation of G10.B2.S1

The LLT will meet to monitor and discuss academic data and attendance goals.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Retention rate reports, interim progress reports, and report cards

Plan to Monitor Effectiveness of G10.B2.S1

The LLT will meet to monitor and discuss academic data and attendance goals.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Retention rate reports, interim progress reports, and report cards

G10.B3 According to data from the 2012-2013 school year, 6% of the student body received one or more behavior referrals that led to suspension. Our goal for the 2013-2014 school year is to reduce this to 5% or less.

G10.B3.S1 Staff may implement the Positive Behavior Support Program utilizing minor infractions and rewards to encourage positive student behavior. Staff may also monitor students for early warning signs of level 1 and 2 behaviors in order to avoid escalation to seriously disruptive and harmful behaviors.

Action Step 1

Staff may implement the Positive Behavior Support Program utilizing minor infractions and rewards to encourage positive student behavior. Staff may also monitor students for early warning signs of level 1 and 2 behaviors in order to avoid escalation to seriously disruptive and harmful behaviors.

Person or Persons Responsible

PSMS Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

RtI-B system data and referral data

Plan to Monitor Fidelity of Implementation of G10.B3.S1

The LLT will meet to monitor and discuss behavioral goals and data.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

LLT and PBS meeting logs, RtI-B system data and referral data

Plan to Monitor Effectiveness of G10.B3.S1

The LLT will meet to monitor and discuss behavioral goals and data.

Person or Persons Responsible

Literacy Leadership Team (LLT) and PBS Committee

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

LLT and PBS meeting logs, RtI-B system data and referral data

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 Palm Springs Middle School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Success Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS, Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
Palm Springs Middle School provides services and support to migrant students and parents in conjunction with Team Metro.
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
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs
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
The Professional Development focuses on Professional Learning Communities (PLC) development and facilitation and best practices.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and

Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title VI, Part B - NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• 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.
The school registrar ensures appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Palm Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan

for how to acquire the skills necessary to take advantage of those opportunities.

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

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

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is for 61% of students to meet proficiency, a gain of 15 percentage points.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test performance data indicate that the students in the White, Black, Students with Disabilities (SWD), and Economically Disadvantaged (ED) subgroups are deficient in Reporting Category Four: Locate, Interpret, and organize information/Information Text Research Process.

G1.B2.S1 Students will be provided with additional reinforcement activities that require them to utilize critical thinking strategies needed to locate, interpret, and organize information and to determine the validity and reliability of information within and across texts.

PD Opportunity 1

-Teachers will use real world documents, articles, brochures and websites to locate, interpret and organize information using graphic organizers as appropriate. -Teachers will model this process for students, breaking into chunks and steps.

Facilitator

Rhett Landrum

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark-aligned assessments

G1.B5 The results of the 2013 Florida Alternate Assessment (FAA) indicate that 23% of students achieved a level 4, 5, or 6 in reading. On the 2014 FAA, our goal is for 24% of students to score a 4, 5, or 6, an increase of 1 percentage point..

G1.B5.S1 Students require multiple reads of a selection prior to responding to comprehension questions.

PD Opportunity 1

-Teachers may use materials such as read-alouds, auditory tapes, and text readers that provide print with visuals and/or symbols. -Students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). -Teachers may select informational texts that are appropriate for this task.

Facilitator

Rhett Landrum

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher-created assessments

G1.B6 The results of the 2013 Florida Alternate Assessment (FAA) indicate that 50% of students achieved at or above a level 7 in reading. On the 2014 FAA, our goal is for 51% of students to score at or above a level 7 in reading, an increase of 1 percentage point.

G1.B6.S1 Students require multiple reads of a selection prior to responding to comprehension questions.

PD Opportunity 1

-SPED teachers will use read-alouds, auditory tapes, and text readers that incorporate print with visuals and/or symbols. -Students will be provided with opportunities to experience a text several times in more than one media.

Facilitator

Rhett Landrum

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher-created assessments

G1.B9 Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Listening and Speaking by 6 percentage points, from 42% to 48%.

G1.B9.S1 In order to facilitate growth in the areas of Listening and Speaking, teachers will incorporate CELLA Connections as part of their opening routine.

PD Opportunity 1

-teachers may use differentiated instructional delivery models to target skill deficiencies through the use of the CELLA Connections curriculum.

Facilitator

Department Chairs

Participants

All teachers

Target Dates or Schedule

Ongoing during first 20-30 minutes of instructional block

Evidence of Completion

student work samples

G1.B11 Our goal for the 2013-2014 school year is to increase the percentage of English Language Learners (ELL) meeting proficiency in all subgroups in the area of CELLA Writing by 8 percentage points, from 18% to 26%.

G1.B11.S1 Teachers may receive explicit instruction on the writing process using pictures to develop and elaborate on written questions and descriptions.

PD Opportunity 1

-Teachers may provide explicit instruction in the writing process to include preplanning, paragraph development, and the inclusion of relevant details. -Teachers may use anchor papers to exemplify paragraphs and details that are exceptional.

Facilitator

Ms. Guerra, Ms. Shirley, and Mr. Landrum

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and results of the District interim writing assessments

G1.B12 Teachers would benefit from additional practice developing and implementing rigorous lessons that provide opportunities for students to respond to critical thinking questions.

G1.B12.S1 Effectively plan to align instruction to the current standards and to deliver rigorous lessons that provide opportunities for students to respond to critical thinking questions with evidence-based answers and create authentic intellectual work products.

PD Opportunity 1

Reading ELA and ELL Curriculum Support Specialists will effectively plan with language arts, reading, and ESOL teachers to establish instructional routines aligned to current ELA curriculum standards with opportunities for students to respond to critical thinking questions with evidence-based answers and create authentic intellectual work products to facilitate bell-to-bell instruction.

Facilitator

Tashimba Andrews English-Language Arts CSS

Participants

ESOL, Reading, and Language Arts teachers

Target Dates or Schedule

October 14, 2013

Evidence of Completion

Planning development materials and lesson plans that reflect specific instructional routines aligned to current ELA curriculum

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students met proficiency. Our goal for the 2013-2014 school year is for 63% of students to meet proficiency, a gain of 20 percentage points.

G3.B10 Teachers may need additional support aligning curriculum to appropriate benchmark-aligned resources.

G3.B10.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately rigorous, aligned with the learning targets and content area standards and provide explicit instruction on a problem-solving protocol.

PD Opportunity 1

Provide PD on effective planning to establish the learning target and selectively chose real-world application problems and tasks aligned to expectations of the content standards and benchmarks appropriate cognitive complexity. Furthermore, provide PD on a departmentalized problem-solving protocol.

Facilitator

Anne Matthews, District CSS

Participants

Math department and assistance principal

Target Dates or Schedule

October 22 and 28, 2013 and on-going

Evidence of Completion

Sign-in sheet and agendas, training materials and resources provided

G5. Results of the 2013 Algebra I EOC indicate the 51% of students scored a level 3 and the 35% of students scored at or above a level 4. Our goal is to increase both categories by 1 percentage points.

G5.B1 According to the results of the 2013 Algebra I EOC , the area of greatest difficulty for students scoring at level 3 was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.

G5.B1.S1 To reach this goal, we will provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems.

PD Opportunity 1

Teachers may provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems. Teachers may also use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve real world problems. Additionally, teachers may place Algebra I students in pull-out programs in order to provide them with targeted assistance with this.

Facilitator

Anne Matthews

Participants

Algebra I teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, intervention logs, and performance on Algebra I interim assessments

G6. The results of the 2013 FCAT Science Test indicate that 15% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is for 20% of students to achieve level 3 proficiency, an increase of 5 percentage points.

G6.B1 The results of 2013 FCAT 2.0 Science Test indicate that students scoring at a level 3 need additional support in the reporting category of Nature of Science.

G6.B1.S1 In collaboration with LLT and the RtI, the science department will develop, create, and share activities that directly address the Nature of science.

PD Opportunity 1

Science teachers may develop hands-on activities using manipulatives to assist students in solving real-world problems related to the reporting category of Nature of Science.

Facilitator

Staff from Power My Learning

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher created benchmark aligned mini-assessments

G6.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 14% of students scored at level 4 or above. Students scoring at a level four or above need additional support exploring and identifying scientific concepts and processes in real world simulations and scenarios.

G6.B2.S1 Teachers may implement pervasive use of the science technology lab to access programs like Gizmos, Florida Achieves, and Power My Learning.

PD Opportunity 1

Teachers may use programs like Gizmos, Power My Learning, and Florida Achieves through the designated science technology lab to assist students with linking real world situations to scientific concepts and processes. Teachers may utilize usage reports to focus and reteach when necessary.

Facilitator

Staff from Power My Learning

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage reports from software and student progress on interim assessments

G6.B3 Teachers would benefit from collaborative structures that help them plan and execute lessons aligned to individual benchmark specifications.

G6.B3.S1 Through existing collaborative structures, plan and execute lessons that are aligned to individual benchmark specifications and achievement level descriptions.

PD Opportunity 1

Provide professional development on the unwrapping of the NGSSS benchmarks with FCAT 2.0 item specification for standards-based teaching and learning. teachers may plan collaboratively using FCAT 2.0 item specifications to determine appropriate activities.

Facilitator

Dane Jaber, CSS for Science department co-chairs and Assistant Principal for Curriculum

Participants

Science department members

Target Dates or Schedule

October 22, November 1 and 13, 2013 and on-going

Evidence of Completion

Department meeting agendas reflecting CSS facilitation of PD and lesson plans

G9. According to the results of the 2013 Civics Baseline EOC Exam, 1% of students achieved proficiency. Our goal for 2013-2014, is for 10% of students to be proficient.

G9.B2 Teachers would benefit from utilizing the NGSSS standards and Common Core Standards when planning collaboratively.

G9.B2.S1 Utilize the Next Generation State Standards/Common Core Standards when planning and delivering lessons.

PD Opportunity 1

Conduct a collaborative planning session focused on how to effectively create lesson plans that reflect standards based instruction with rigor and relevance using the following: NGSSS, District Pacing Guides, and 7th grade EOC Item Specifications

Facilitator

Guillermo Ramos CSS and Jackie Viand ISS

Participants

Social Studies Department members

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Teacher classroom lesson plans and individual student folders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source		Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is for 61% of students to meet proficiency, a gain of 15 percentage points.

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students were in the lowest 25 percentile made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25 percentile making learning gains to 73%, an increase of 3 percentage points..

G1.B8.S1 The implementation of Reading Plus will continue as a school-wide program. Students will participate in a minimum of 30 minutes a week in school to complete a minimum of two sessions weekly. In addition, targeted students in the lowest 25 percentile will participate in biweekly small group intervention sessions with a highly-qualified reading interventionist.

Action Step 1

-The reading interventionist may provide bi-weekly small group instruction targeted at alleviating the specific reading deficiencies experienced by the lowest 25 percentile. -Teachers may adjust instruction and provide additional support and incentive to students who need acceleration and remediation.

Resource Type

Resource

Funding Source

Amount Needed

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students met proficiency. Our goal for the 2013-2014 school year is for 63% of students to meet proficiency, a gain of 20 percentage points.

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 57% of students made learning gains. Our goal for the 2013-2014 school year is for 61% of students to make learning gains, an increase of 4 percentage points.

G3.B6.S1 Students need additional opportunities to overcome math basic skills deficits to increase their fluency. This increased fluency will allow them to break more complex math operations into smaller, more manageable steps. The FastMath and Fraction Nation programs will be used to help meet this need.

Action Step 1

Teachers may group students in the lowest 25th in ability groups so that they may participate in the FastMath and Fraction Nation intervention programs and intensive math course.

Resource Type

Resource

Funding Source

Amount Needed