2013-2014 SCHOOL IMPROVEMENT PLAN

Hialeah Gardens Middle School

11690 NW 92ND AVE

Hialeah Gardens, FL 33018

305-817-0017

http://hgms.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	86%

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

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Hialeah Gardens Middle School

Principal

Maritza Jimenez D

School Advisory Council chair

Tamara Garcia

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

Name	Title
Maritza Jimenez	Principal
Evelyn Torres McHale	Assistant Principal
Nelson Gonzalez	Assistant Principal
Raymond Cruz	Mathematics Department Chairperson
Barbara Frye	ESE Department Chairperson
Tamara Garcia	Reading Facilitator
Susana Lastra	Ell Department Chairperson
Yvette Lirio	Physical Education
Arlene Pineda	Student Service Department Chairperson
Raquel Rylands	Social Studies Department Chairperson
Astrid Foster	ELA Department Chair
Kerri Navarro	Science Department Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Our SAC membership consists of : Principal -1, Alternate Principal-1, UTD,steward – 1, Teachers – 5, Alternate Teacher – 1, Parents – 6, Alternate Parent -1, Educational Support -1, Alternate Educational Support-1, Student – 2, Alternate Students-2, Business Community Representatives – 3.

Involvement of the SAC in the development of the SIP

The School Improvement Plan (SIP) will be discussed at all SAC meetings. Stakeholders will have the opportunity to evaluate whether or not the components are being implemented. Data from both formal and informal assessments will be shared in order to determine if the components of the SIP are being effective or if changes are needed. Student growth will be monitored via monthly and quarterly assessments. The Literacy Leadership Team and the RtI Leadership Team will meet regularly to discuss instructional strategies and to ensure that the student's needs are being addressed.

Activities of the SAC for the upcoming school year

The School Advisory Council meets the third Tuesday of each month which amounts to 10 meetings throughout the school year. The School Advisory Council (SAC) makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body for this plan. The SAC discusses issues and concerns brought forth by the stakeholders.

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

The School Advisory Council will continue to support the student achievement efforts delineated in the School Improvement Plan. Funds will be allocated based on need and approval by the EESAC Committee. Presently, the School Advisory Council has some specific projected use of the SAC funds such as, transfer of $2999. to Internal funds account, Foreign Language Spanish workbooks ($4300.), and BrainPop ($1000.) As needs arise proper protocols and procedures will be adhered to.

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:

Maritza Jimenez D		
Principal	Years as Administrator: 10	Years at Current School: 5

Credentials	Bachelor of Arts Degree, Certification: Psychology, University of Miami; Master Degree, Certification in Special Education, University of Miami; Specialist Degree, Certification in Educational Leadership, Nova Southeastern University.
Performance Record	2013 – School Grade A Hialeah Gardens Middle Rdg. Proficiency,64% Math Proficiency,59% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% 74 points Math Imp. of Lowest 25% 71 points Rdg. AMO- 69 Math AMO–65 2012 – School Grade B Hialeah Gardens Middle Rdg. Proficiency, 57% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% 68 points Math Imp. of Lowest 25% 69 points Rdg. AMO –65 Math AMO–61 2011 – School Grade A Hialeah Gardens Middle Rdg. Proficiency, 71% Math Proficiency, 65% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% 71 points Math Imp. of Lowest 25% 77 points Rdg. AMO – NA Math AMO– NA 2010 – School Grade A Hialeah Gardens Middle Rdg. Proficiency, 70% Math Proficiency, 65% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25%
65 points
Math Imp. of Lowest 25%
84 points
Rdg. AMO –NA
Math AMO–NA
2009 – School Grade B
Hialeah Gardens High
Rdg. Proficiency, 38%
Math Proficiency, 74%
Rdg. Lrg. Gains, 59 points
Math Lrg. Gains, 83 points
Rdg. Imp. of Lowest 25%
54 points
Math Imp. of Lowest 25%
82 points
Rdg. AMO –NA
Math AMO–NA

Nelson Gonzalez		
Asst Principal	Years as Administrator: 6	Years at Current School: 4

Credentials	Bachelors of Science in Elementary Education, Florida International University, Masters of Science in Reading K-12, Certifications: Language Arts (5-9), Endorsed in ESOL and Educational Leadership K-12.
Performance Record	Bachelors of Science in Elementary Education, Florida International University, Masters of Science in Reading K-12, Certifications: Language Arts (5-9), Endorsed in ESOL and Educational Leadership K-12. 6 4 2013 – School Grade A Hialeah Gardens Middle Rdg. Proficiency,64% Math Proficiency,59% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% 74 points Math Imp. of Lowest 25% 71 points Rdg. AMO- 69 Math AMO–65 2012 – School Grade B Hialeah Gardens Middle Rdg. Proficiency, 57% Math Proficiency, 56% Rdg. Lrg. Gains,69 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% 68 points Math Imp. of Lowest 25% 69 points Rdg. AMO –65 Math AMO–61 2011 – School Grade A Hialeah Gardens Middle Rdg. Proficiency, 71% Math Proficiency, 65% Rdg. Lrg. Gains, 70 points

Math Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25%
71 points
Math Imp. of Lowest 25%
77 points
Rdg. AMO – NA
Math AMO– NA
2010 – School Grade A
Henry H. Filer Middle
Rdg. Proficiency, 60 %
Math Proficiency, 69 %
Rdg. Lrg. Gains, 84 points
Math Lrg. Gains,34 points
Rdg. Imp. of Lowest 25%
68 points
Math Imp. of Lowest 25%
77 points
Rdg. AMO –NA
Math AMO–NA
2009 – School Grade A
Henry H. Filer Middle
Rdg. Proficiency, 59 %
Math Proficiency, 63 %
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 74 points
Rdg. Imp. of Lowest 25%
82 points
Math Imp. of Lowest 25%
81 points
Rdg. AMO –NA
Math AMO–NA

Evelyn Torres McHale		
Asst Principal	Years as Administrator: 22	Years at Current School: 6

Credentials	Bachelor of Science Degree, Certification in Art Education K – 12th Grade, Florida State University, Master of Science Degree, Certification in Administration and Supervision, Florida International.
Performance Record	2013 – School Grade A Hialeah Gardens Middle Rdg. Proficiency,64% Math Proficiency,59% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% 74 points Math Imp. of Lowest 25% 71 points Rdg. AMO- 69 Math AMO–65 2012 – School Grade B Hialeah Gardens Middle Rdg. Proficiency, 57% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% 68 points Math Imp. of Lowest 25% 69 points Rdg. AMO –65 Math AMO–61 2011 – School Grade A Hialeah Gardens Middle Rdg. Proficiency, 71% Math Proficiency, 65% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% 71 points Math Imp. of Lowest 25% 77 points Rdg. AMO – NA Math AMO– NA 2010 – School Grade A Hialeah Gardens Middle Rdg. Proficiency, 70% Math Proficiency, 65% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25%

65 points
Math Imp. of Lowest 25%
84 points
Rdg. AMO –NA
Math AMO–NA
2009 – School Grade B
Hialeah Gardens Middle
Rdg. Proficiency, 66 %
Math Proficiency, 56 %
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 54 points
Rdg. Imp. of Lowest 25%
64 points
Math Imp. of Lowest 25%
62 points
Math Imp. of Lowest 25%
71 points
Rdg. AMO –NA
Math AMO–NA

Classroom Teachers

# of classroom teachers
88

 # receiving effective rating or higher
23, 26%

 # Highly Qualified Teachers
73%

 # certified in-field
81, 92%

 # ESOL endorsed
30, 34%

 # reading endorsed
12, 14%

 # with advanced degrees
28, 32%

 # National Board Certified
4, 5%

 # first-year teachers
4, 5%

 # with 1-5 years of experience
12, 14%

 # with 6-14 years of experience
45, 51%

 # with 15 or more years of experience
27, 31%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

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

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

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

Provide internship opportunities with local universities and partner with College campus Job Fairs.
Schedule meetings on a continual basis with new teachers
Provide opportunities for teachers to visit peer teachers and share best practices.
Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.).
The Principal, Assistant Principal and the Department Chairperson are responsible for implementing these strategies.

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

Mentor teachers must hold a valid professional teaching certificate;
Minimum of three years of successful teaching experience; and
Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.
Mentor teachers will be matched to beginning teachers who are new to the school or grade level.
Mentor teacher and beginning teachers will be matched according to like discipline and /or grade level. Mentoring teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

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

Hialeah Gardens Middle School MTSS/RTI Leadership Team, uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Monthly regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Data, teacher input, informal and formal assessments, and intervention strategies will assist us in

determining if students have made expected levels of progress towards proficiency.

4. Parent conferences are convened through parent conference leaders according to grade level. In addition, students at risk of failure are provided academic advisement through grade level counselor.

5. Parent conferences are convened through parent conference leaders according to grade level. In addition, students that have demonstrated academic achievement are progress monitored, and engaged in tutoring programs offered before and after school to target individual needs and success.

6. Data is gathered and analyzed through bi-weekly Department and Common Planning meetings. Leadership Team meets and discusses possible options for Professional Development based on group/ individual student diagnostic achievement data.

7. MTSS/RTI meets monthly to ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Data is gathered and ongoing progress monitoring (OPM) for all interventions are analyzed. Data is used accordingly with Tier 2 problem solving process after each OPM.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.

3. Select students (see SST guidelines) for SST Tier 3 intervention

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

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

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

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

Tier 1(Leadership Team)

• Administrator(s): Maritza Jimenez, Principal; Evelyn Torres-McHale, Assistant Principal, APC , Nelson Gonzalez, Assistant Principal

Administrator(s) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

• School Reading Facilitator:Tamara Garcia

• Math: Ray Cruz

• Science: Kerri Navarro

• ESE: Barbara Frye

ELA: Astrid Foster

• ELL: Susana Lastra

• Electives: Yvette Lirio

• Social Studies: Raquel Rylands

• School guidance counselor: Arlene Pineda

In addition to the school administrator(s) the school's Leadership Team will include additional personnel

as resources to the team, based on specific problems or concerns as warranted, members will carry out SIP planning and MTSS problem solving
• Behavior Specialists: Jackie Garcia
• School guidance counselor: Letecia Figueroa
• School psychologist: Aileen Aguilar
• School social worker: Jorge Toyos
• Member of advisory group, community stakeholders, parents (specify names)
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS/RTI.
Tier 2
Selected members of the MTSS/RTI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
• Administrator(s): Maritza Jimenez, Principal; Evelyn Torres-McHale, Assistant Principal, APC, Nelson Gonzalez, Assistant Principal.
Administrator(s) will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
• School Reading Facilitator: Tamara Garcia
• Math: Ray Cruz
• Science: Kerri Navarro
• ESE: Barbara Frye
ELA: Astrid Foster
• ELL: Susana Lastra
• Electives: Yvette Lirio
• Social Studies: Raquel Rylands
• School guidance counselor: Arlene Pineda
In addition to the school administrator(s) the school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, members will carry out SIP planning and MTSS/RTI problem solving
• Behavior Specialists: Jackie Garcia
• School guidance counselor: Letecia Figueroa
• School psychologist: Aileen Aguilar
• School social worker: Jorge Toyos
• Interventionist Team; Ana Fernandez
• Parent/Student/Teacher Liaison: Raquel Rylands/ Isabel Cardenas
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
• Administrator(s): Maritza Jimenez, Principal; Evelyn Torres-McHale, Assistant Principal, APC, Nelson Gonzalez, Assistant Principal.
• ESE: Barbara Frye
• ELL: Susana Lastra
• School guidance counselor: Arlene Pineda/Letecia Figueroa
• School psychologist: Aileen Aguilar
• School social worker: Jorge Toyos
• Parent/Guardian
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/RTI implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS/RTI district professional development which consists of;
1. Administrators will attend district trainings in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/RTI team members will attend district trainings in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida MTSS/RtI online training at providing a network of ongoing support for MTSS/RtI.
In addition, the MTSS/RTI Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS/RTI to parents and hand out parent MTSS/RTI brochures (available at http://rti.dadeschools).
A description of MTSS/RTI and MTSS/RTI parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 0

The Information Technology (IT) course is offered in the morning (7:30 am - 8:30 a.m) which enables students to add to their course of study.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students in this class take a industry certification assessment at the end of the academic year. They are monitored on a daily basis and given different progress point assessments to monitor their progress and probability of passing the final certification assessment.

Who is responsible for monitoring implementation of this strategy?

The teacher is responsible for instruction, monitoring the progress and giving assessment.

Strategy: Before or After School Program

Minutes added to school year: 3,840

ELL students levels 1-4 are targeted for tutorial sessions Mon-Wed through Reading and Tues -Thurs through Math. Sessions will be from 7:30 - 8:30 AM for eight weeks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre/Post Assessments will be administered.

Who is responsible for monitoring implementation of this strategy?

Nelson Gonzalez, Assistant Principal over ELL Program, participating teachers who teach and administer assessments.

Strategy: Before or After School Program

Minutes added to school year: 15

Writing Tutorial sessions commence in November and end prior to the administration of the Writing Assessment. Students review and practice a variety of strategies which assist them with the writing assessment.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students are administered a variety of assessments throughout the year. Data from these assessments help teachers and students understand the areas of deficiency and need for improvement.

Who is responsible for monitoring implementation of this strategy?

All Language Arts, ELL and reading teachers work together to address student needs utilizing data from different assessments.

Literacy Leadership Team (LLT)

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

Name	Title
Maritza D. Jimenez	Principal
Evelyn Torres-McHale	Assistant Principal
Nelson Gonzalez	Assistant Principal
Cathleen Clarke	Social Studies Teacher
Astrid Foster	Language Arts Teacher Chairperson
Tamara Garcia,	Reading Facilitator/ Literacy Team Leader, EESAC Chairperson
Susana Lastra	ELL Chairperson
Roberto Monroy	Spanish Teacher
Odell Rivas	Theatre Teacher
Yesenia Perez	Mathematics Teacher
Yvette Rodriquez	Science Teacher
Raquel Rylands	Social Studies Department Chairperson
Zoraida Sanchez	Science Teacher
Kelly Welsh	Social Studies Teacher

How the school-based LLT functions

The team is responsible to:
• Meet monthly.
• Ensure that instructional focus calendar for reading is implemented with fidelity across the curriculum.

• Implement and monitor the School Wide Monthly Writing Calendar.
• Promote the Accelerated Reader (AR) program and monitor the accumulation of AR points (at least 25 points per month for each student).
• Progress monitor students with STAR scores ranging from Pre Primer to 4th grade reading level.
• Progress monitor FCAT Level 1 and Level 2 students.
• Monitor Reading Plus data and sessions completed per week (at least 3 sessions per week for each student) by Social Studies teachers.
• Monitor Compass Learning usage and progress by Language Arts teachers,
• Prescribe interventions for the lowest 30th percentile in reading.
• Provide incentives for students performing at mastery on the FAIR, Voyager Assessments, Baseline and Interim Assessments.
• The Reading Literacy Team (RLT) maintains 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 present and effective.

Major initiatives of the LLT

The major initiatives will be to ensure reading and writing across the curriculum, monitor all major assessments and provide incentives to students performing at mastery, increase communication for reading articulation with feeder pattern schools, increase the usage of Reading Plus and elicit the support and participation of community leaders.
• Ensure that the "You've Been Caught Reading" and the Fluency Building Reading program are being carried out with fidelity.
• Promote Literacy Nights.
• Implement Writing Journals Across all disciplines.
• Articulate with feeder pattern schools.
• Promote the school's Book Fair.
• Involve the community through Read Alouds, Author's Tea, Parent Outreach and Articulation Events.

Every Teacher Contributes to Reading Instruction

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

The school ensures that every teacher contributes to the reading improvement of every student by the implementation of the coaching model at the school, professional development for teachers such as Next Generation Content Area Reading Professional Development, Next Generation Career and Technical Education Reading Workshops (Reading Plus, Achieve 3000, Focus Florida) school-wide reading and classroom support to ensure teaching 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

• Each student selects an academy based on their elective choice Six Academies include: Academy of Arts and Entertainment, Academy of Law Studies, Academy of Biomedical, Academy of Agriscience, Academy of Engineering and the Academy of Information Technology which are in alignment with our senior high school academies.
• Students are encouraged to select a course of study which interest them. Students who are in remedial classes are educated about what they need to do in order to align themselves with elective classes and an academy of their choice.

• Students participate in advanced placement courses algebra, biology, geometry, career and technical courses and college prepatory.

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

• Students participate in a variety of articulation opportunities which include: Sessions with representatives from the high school which explain the best course of study in order to align oneself for successful completion of high school requirements and college ready success.
• Grade level counselors visit students and explain the pupil progression plan, credits one needs to complete studies, advanced classes available, virtual school and the grading system.
• Students participate in a variety of field experiences which mirror their
academic and career planning.

Strategies for improving student readiness for the public postsecondary level

Students who score at the proficiency level are encouraged to participate in advanced courses such as: algebra, geometry, and biology. Secondly, students are also encouraged to take a foreign language, and industry certification courses such as Information Technology and Agriscience which are also offered at the highschool level.

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	65%	64%	Yes	69%
American Indian				
Asian				
Black/African American	38%	58%	Yes	44%
Hispanic	65%	64%	Yes	69%
White	71%	50%	No	74%
English language learners	43%	41%	Yes	49%
Students with disabilities	33%	22%	No	40%
Economically disadvantaged	63%	62%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	512	28%	33%
Students scoring at or above Achievement Level 4	640	34%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	146	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	97	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	73	21%	29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	331	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	59%	No	65%
American Indian		0%		
Asian		0%		
Black/African American	41%	42%	Yes	47%
Hispanic	61%	59%	No	65%
White	68%	44%	No	71%
English language learners	46%	40%	No	51%
Students with disabilities	36%	22%	No	42%
Economically disadvantaged	58%	57%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	304	24%	39%
Students scoring at or above Achievement Level 4	251	20%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	44%	45%
Students scoring at or above Achievement Level 4	152	41%	42%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	33%	34%
Students scoring at or above Achievement Level 4	127	58%	58%

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	82	18%	23%
Students scoring at or above Achievement Level 4	33	7%	9%

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)	5		100
Participation in STEM-related experiences provided for students	191	60%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	42	100%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	9	100%	100%
Completion rate (%) for CTE students enrolled in *accelerated* courses		21%	50%
Students taking CTE industry certification exams	9	0%	0%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	9	100%	100%
CTE teachers holding appropriate industry certifications	3	100%	100%

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	60	3%	2%
Students who fail a mathematics course	44	2%	1%
Students who fail an English Language Arts course	13	1%	1%
Students who fail two or more courses in any subject	33	2%	1%
Students who receive two or more behavior referrals	206	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	137	7%	6%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results from 2013 FCAT indicate that the overall proficiency of students in reading is 64%. Our goal for the 2013-2014 is to increase the overall proficiency to 69%.

G2. Results from the 2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at 3.5 to 6.0. Our Goal is to increase proficiency from 48% to 53% in Writing Application.

G3. Our goal for the 2013-2014 school year is to increase student proficiency in mathematics from 59% to 65%.

G4. Our goal for the 2013-2014 is to increase Level 3 in Algebra EOC from 44% proficiency to 45% and Levels 4-5 from 41% proficiency to 42%.

G5. Our goal for the 2013-2014 is to increase Level 3 from 33% to 34% and Level 4-5 from 58% to 58% in Geometry.

G6. Our goal is to maintain, monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the district Pacing Guides and the Biology test Item Specifications.

G7. Students demonstrated difficulties in the Areas of Nature of Science and Physical Science.Our Goal for the FCAT 2.0 Science is to increase Level 3 proficiency from 18% to 23% and Levels 4-5 from 7% to 9%.

G8. Coordinate, collaborate, and network to increase collaboration; and coordinate efforts related to family involvement and academic achievement as noted in NCLB Acts.

G9. Our Goal for the 2013 -2014 is to test all eighth grade students enrolled in the CTE Course, with a passing rate of 80%.

G10. Our school will decrease the number of students missing 10% or more of instructional time from 3% to 2%, decrease the number receiving behavioral referrals from 11% to 10% and decrease the number of referrals that lead to suspension from 7% to 6%.

G11. Our goal is to increase the number of students successfully completing STEM related courses.

G12. Our goal for the 2013 - 2014 school year is to establish high levels of proficiency in the Civics EOC.

Goals Detail

G1. The results from 2013 FCAT indicate that the overall proficiency of students in reading is 64%. Our goal for the 2013-2014 is to increase the overall proficiency to 69%.

Targets Supported

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

Resources Available to Support the Goal

- Focus Florida

- FCAT Explorer

- Journeys for Intensive Reading Students

- Reading Plus through Social Studies at 45 minutes 3x per week

- FCAT Explorer

- Accelerated Reader

- Social Studies at 45 minutes 3x per week,

- Instructional Focus Calendar

- Teen Biz

- Odyssey

- Riverdeep

- Achieve 3000

- En Espanol by Editorial Santillana Book # 7 Level 1 Book # 8 Level 2

Targeted Barriers to Achieving the Goal

- The deficiencies as noted on the 2013 administration of the is Reporting Category 1 Vocabulary (Context Clues, words/phrases, and analogies). .

- 2013 FCAT Performance Data indicate that the White and SWD Subgroup are deficient in Category 4 Informational Text. The White subgroup will increase from 50% proficiency to 74% proficiency and SWD subgroup will increase from 22% proficiency to 40%. Students will be given opportunities to identify evidence that supports claims and arguments within informative text.

- 2013 FCAT Performance Data indicate that Level 3 students are deficient in Vocabulary Reading Reporting Category. The Level 3 students will increase from 28% proficiency to 33% proficiency. - Analyze Word Structure - Analyze Words and Phrases derived from Latin, Greek, or other Languages - Use Advanced Word Relationships using vocabulary word maps, concept maps, and personal dictionaries.

- 2013 FCAT Performance data indicate that Cella students will increase in Listening and Speaking proficiency from 42% to 48% proficiency.

- 2013 FCAT Performance data indicate that students in the lowest 25% will increase from 74% to 77%. Students in the lowest quartile demonstrated deficiencies in Reporting Category 1 Vocabulary.

- 2013 FCAT Performance Data indicate that students are deficient in Vocabulary Reading Reporting Category. The Level 4-5 students will increase from 34% proficiency to 36% proficiency. Students will be given the opportunity to: - Analyze Word Structure - Analyze Words

and Phrases derived from Latin, Greek, or other Languages - Use Advanced Word Relationships using vocabulary word maps, concept maps, and personal dictionaries.

- 2013 FCAT Performance data indicate that Cella students will increase in Reading proficiency from 27% to 34% proficiency.

- 2013 FCAT Performance data indicate that Cella students will increase in writing students will increase from 21% proficiency to 29% proficiency.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data from Interim Assessments and FCAT 2.0

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 Cella

G2. Results from the 2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at 3.5 to 6.0. Our Goal is to increase proficiency from 48% to 53% in Writing Application.

Targets Supported
- Writing

Resources Available to Support the Goal
- Pacing Guides

- Instructional Focus Calendar

- Journal Writing Across the Curriculum

- Essay Smart

- Portfolios

- McDougal Littell Class Zone

- Tutorial Writing Sessions

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 Writing 2.0 administration was Writing Application. The students were unable to present detailed evidence, examples, and reasoning to support arguments. Our goal for the 2014 Writing 2.0 is to increase writing proficiency from 48% to 53%.

Plan to Monitor Progress Toward the Goal

Follow Florida Continuous Improvement Model using data from the Mid Year Writing Assessment and results of Crunch Time Writing Assessments.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Writing Mid Year Assessment Summative Assessments- Results for the 2014 FCAT 2.0

G3. Our goal for the 2013-2014 school year is to increase student proficiency in mathematics from 59% to 65%.

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

Resources Available to Support the Goal
- Pacing Guides

- Instructional Focus Calendar

- Gizmo

- Compass Learning

- Holt McDougal Florida Mathematics Course 1,2 and 3 Videos and Activities

- Exam View LAN Test and Quiz

- Focus Florida Department of Education Resources

- Enrichment Pull Out Programs 3 times per week for 30 minutes per session

Targeted Barriers to Achieving the Goal
- 2013 FCAT 2.0 Mathematics indicates that the area of deficiency is Geometry and Measurement. Students will be given opportunities to participate in tutorial programs (Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

- 2013 FCAT 2.0 Mathematics performance indicate that the Hispanic and ED subgroups are deficient in Reporting Category Geometry and Measurement. Hispanic subgroup will increase from 59% proficiency to 65% and ED will increase from 57% proficiency to 63%. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

- 2013 FCAT 2.0 Mathematics performance indicate that the White & SWD subgroups are deficient in Reporting Category Geometry and Measurement. The White subgroup will increase from 44% proficiency to 71% and the SWD will increase from 22% proficiency to 42%. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

- 2013 FCAT 2.0 Mathematics performance indicate that the ELL subgroup is deficient in Reporting Category Geometry and Measurement. The ELL subgroup will increase from 40% proficiency to 51%. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

- 2013 FCAT2.0 Mathematics performance indicate that the lowest quartile will increase from 71% proficiency to 74%. Students scoring in the lowest 25% indicated deficiencies in the areas of Geometry and Measurement and Ratios and Proportions. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by

implementing discovery based learning activities (manipulatives, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

- 2013 Mathematics performance indicate that Level 3 will increase from 24% proficiency to 39% and Level 4-5 will increase from 20% proficiency to 26%. Students will be given opportunities to participate to use multiple representations to translate and model multi-step real world application problems involving expressions, equations and functions. Students will share models informally at least once a month. Students ability to solve real world application problems involving fractions, ratios, and proportional relationships will be developed by providing opportunities to use think-a-louds and daily journaling activities to record ideas, mental pictures and engage in thought process.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - results for the 2014 FCAT 2.0.

G4. Our goal for the 2013-2014 is to increase Level 3 in Algebra EOC from 44% proficiency to 45% and Levels 4-5 from 41% proficiency to 42%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Pearson Success.net
- Web-site from University of Florida Algebra Nation.com
- GIZMO
- Exam View LAN Test and Quiz
- Focus-Florida Department of Education Resource
- Mathematics Enrichment Pull-out Program
- Department of Education Common Core Pacing Guide.

Targeted Barriers to Achieving the Goal
- An anticipated barrier in maintaining high standards are the increase in cut scores. Additionally, based on last years deficiencies as noted on the Algebra1 EOC, students difficulties were due to the cognitive level of abstraction in comparison to the required level of proficiency in order to successfully achieve proficiency in the following contents polynomials and discreet mathematics.
- Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Algebra 1 End of Course.

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: Distric Interim Assessments Summative Assessments-Results from the 2014 Algebra 1 End-of-Course.

G5. Our goal for the 2013-2014 is to increase Level 3 from 33% to 34% and Level 4-5 from 58% to 58% in Geometry.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Kendall Hunt.com
- LAN Test Exam View
- Glencoe Resources
- Khan Academy
- After school Enrichment Activities through All Star Program
- Focus Florida

Targeted Barriers to Achieving the Goal
- An anticipated barrier in maintaining high standards are the increase in cut scores. Additionally, based on last years deficiencies as noted on the Geometry EOC, students difficulties were due to the cognitive level of abstraction in comparison to the required level of proficiency in order to successfully achieve proficiency in the following contents:Coordinate Geometry, Three Dimensional Figures, and Trigonometry.
- An anticipated barrier in maintaining high standards is incorporating the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Plan to Monitor Progress Toward the Goal

Following the FCIM model progress will be monitored using data from Interim and Geometry EOC.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Geometry End of Course Exam. Summative Assessments: Results from the 2014 Geometry End of Course Exam.

G6. Our goal is to maintain, monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the district Pacing Guides and the Biology test Item Specifications.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos, Discovery, FCAT Explorer, Florida Achieve FOCUS, Science Coach

Targeted Barriers to Achieving the Goal

- Maintaining the high level of achievement in the Biology EOC for the 2013 -2014.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

G7. Students demonstrated difficulties in the Areas of Nature of Science and Physical Science.Our Goal for the FCAT 2.0 Science is to increase Level 3 proficiency from 18% to 23% and Levels 4-5 from 7% to 9%.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Pacing Guides, Instructional Focus Calendar (IFC), .Learning Village, Echo, Gizmo, Edmodo, Comprehensive Science Florida Course 1,2,3, FCAT Explorer, Discovery Education.

Targeted Barriers to Achieving the Goal

- As noted on Science FCAT2.0 the areas of deficiency are Nature of Science and Physical Science due to inconsistent basic science entry knowledge proficiency and consistency in data in tested grade levels (5th and 8th).

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim and FCAT 2.0.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments, District Interim Assessments, Summative Assessments, results for 2014 FCAT 2.0.

G8. Coordinate, collaborate, and network to increase collaboration; and coordinate efforts related to family involvement and academic achievement as noted in NCLB Acts.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Community Involvement Specialist, Resource Center Parent, Teacher, Student Association (PTSA), EESAC, Parental Informational Meetings, Data Chats, Business Community Leaders, Parent Academy, Resource Center, District Advisory Council Meeting (DAC), Parent Advisory Council.

Targeted Barriers to Achieving the Goal

- Coordinating efforts related to family involvement and academic achievement in which parents are able to attend and participate.

Plan to Monitor Progress Toward the Goal

Following the FCIM reports from Parent Liaisons, Counselors, Data Chats will be reviewed and updated as necessary.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
MTSS/RTI monitoring reports.

G9. Our Goal for the 2013 -2014 is to test all eighth grade students enrolled in the CTE Course, with a passing rate of 80%.

Targets Supported
- CTE

Resources Available to Support the Goal
- Discovering Computers: Your Interactive Guide to the Digital World, Cengage Learning, Investigating Your Career, Microsoft Office Word, Power Point, Excel Software, Online MOS training, Computer Concepts in Action.

- Cengage Learning

- Investigating Your Career

- Microsoft Office Word

- Power Point

- Excel Software

- Online MOS training

- Computer Concepts in Action

Targeted Barriers to Achieving the Goal
- The Anticipated Barrier is the CTE teachers lacking the knowledge of Common Core State Standards: Reading for Literacy in Science and Technical Subjects. Additionally, the Common Core State Standards College and Career Readiness Anchor standards for writing.

- After data analysis, we need to increase both the number of students enrolled in CTE and Advanced courses along with completion rate and successful placement exams.

- CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.

- CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using data from interim Assessments.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Performance Projects and End of Course Exam Results of 2014 FCAT 2.0

G10. Our school will decrease the number of students missing 10% or more of instructional time from 3% to 2%, decrease the number receiving behavioral referrals from 11% to 10% and decrease the number of referrals that lead to suspension from 7% to 6%.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- MTSS/RTI, Parent Liaison Team, Trust Counselor, Counselors, CSI Representative, Tutorials, Parent Informational Meetings and Alternate to Suspension Program.

Targeted Barriers to Achieving the Goal
- Decreasing the number of students missing 10% or more of instructional time.
- Decreasing the number of students who receive to or more behavior referrals.
- Decreasing the number of students who receive one or more behavior referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Following the FCIM Student Services will monitor enrollment logs and successful completion in respective programs (i.e., Alternate to Suspension, Outside agency referrals,Student Service classroom visits).

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student Services documentation and enrollment logs monitored quarterly.

G11. Our goal is to increase the number of students successfully completing STEM related courses.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Math and Science Technology
- Robotics
- Information Technology
- Computer Applications

Targeted Barriers to Achieving the Goal
- Increase the number of students taking advanced placement exams (EOC) for STEM -related courses.
- Increase the number of experiences and percent of participation.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data, consistency and fidelity to the program.

Person or Persons Responsible
MTSS/RTI Team and STEM Teachers

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
Discovering Computers: Your Interactive Guide to Digital World, On-Line Assessments (Cengage Learning), Performance Projects, and Bi-weekly data reports.

G12. Our goal for the 2013 - 2014 school year is to establish high levels of proficiency in the Civics EOC.

Targets Supported
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal
- Florida Civics by Mcgraw Hill, Pacing Guides, Instructional Focus Calendars (IFC), The Florida Law Related Education Association (FLREA), Center for Civic Education, Center fof Congress at Indiana Universtiy, iCivics, CNN Student News, Soomo Publishing, and The Oyez Project.

Targeted Barriers to Achieving the Goal
- Upon completion of the District Baseline Assessment and review of course benchmarks it has been determined that students have difficulty transferring Writing and Language Arts and Reading (Text Complexity) skills to the content areas.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and the Civics EOC

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Civics EOC.

Action Plan for Improvement

Problem Solving Key

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

G1. The results from 2013 FCAT indicate that the overall proficiency of students in reading is 64%. Our goal for the 2013-2014 is to increase the overall proficiency to 69%.

G1.B1 The deficiencies as noted on the 2013 administration of the is Reporting Category 1 Vocabulary (Context Clues, words/phrases, and analogies). .

G1.B1.S1 Students will participate in explicit vocabulary instruction. Students will be exposed to a wide variety of text utilizing graphic organizers, word walls, concept maps, personal dictionaries, signal key words and analogies to increase academic vocabulary.

Action Step 1

Students will utilize graphic organizers, word walls, concept maps personal dictionaries, signal or key words, analogies, and exposure to a wide variety of text across the curriculum. Teachers will be given professional development opportunities in order to better assist students and incorporate strategies/ best practices learned into instructional lesson plans. This will help students build academic vocabulary to participate in stronger arguments by exposing them to a variety of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, portfolios, teacher created assessments, site generated assessments, including benchmarks.

Facilitator:

Reading Facilitator

Participants:

Teachers

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

Following the Florida Continuous Improvement Model, bi-weekly vocabulary assessment (McDougal Littell) will be reviewed and instruction will be adjusted as needed. In addition, Common Planning/ Department meetings will be held to share data, student progress, and best practices.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative/Assessments-McDougal Littell Literature Series, Quizzes, Tests and Interim Assessments.

G1.B2 2013 FCAT Performance Data indicate that the White and SWD Subgroup are deficient in Category 4 Informational Text. The White subgroup will increase from 50% proficiency to 74% proficiency and SWD subgroup will increase from 22% proficiency to 40%. Students will be given opportunities to identify evidence that supports claims and arguments within informative text.

G1.B2.S1 Students will read informational text independently and explicitly.

Action Step 1

- Students will read content area text to increase exposure to informational text. - Students will answer text dependent questions to dig deeper into complex technical text. - Students will read non-fiction canonical text and historical documents to synthesize and evaluate informational text. - Students will use graphic organizers to synthesize and evaluate informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, portfolios, site generated assessments, including benchmarks.

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

Following the FCIM model bi-weekly assessment data reports will be used to monitor student progress towards Informational Text Reading Category and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, bi-weekly assessment reports will be utilized to monitor student progress towards Informational Text Reading Category and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: - McDougal Littell Series - Quizzes, Tests - Interim Assessments

G1.B3 2013 FCAT Performance Data indicate that Level 3 students are deficient in Vocabulary Reading Reporting Category. The Level 3 students will increase from 28% proficiency to 33% proficiency. - Analyze Word Structure - Analyze Words and Phrases derived from Latin, Greek, or other Languages - Use Advanced Word Relationships using vocabulary word maps, concept maps, and personal dictionaries.

G1.B3.S1 Students will participate in Explicit Vocabulary Instruction.

Action Step 1

Students will be exposed to a wide variety of text to increase academic vocabulary. - Students will be utilizing Vocabulary Concept Maps - Word Walls - Personal Dictionaries - Instruction in shades of meaning and context, affix or root words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Student Work Folders - Portfolios - Teacher Created Vocabulary Assessments - Site generated Assessments including benchmarks

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

Following the FCIM Model, bi-weekly vocabulary assessments (McDougall Littell Series) will be reviewed and instruction will be adjusted as needed. In addition Common Planning/Department meetings will be held to share student progress, best practices and current data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: - McDougal Littell Literature Series - Quizzes/Tests - Interim Assessments

G1.B4 2013 FCAT Performance data indicate that Cella students will increase in Listening and Speaking proficiency from 42% to 48% proficiency.

G1.B4.S1 Students will participate in listening and speaking explicit instruction, role-play, teacher/student/modeling, think alouds, cooperative learning groups and "En Espanol" Workbooks aligned to Common Core State Standards in order develop academic language.

Action Step 1

Students will participate in listening and speaking explicit instruction, role-play, teacher/student/modeling, think alouds,and cooperative learning groups. Students will use "En Espanol" workbooks levels 1 & 2 for explicit vocabulary instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented.

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

Following the FCIM Model, quarterly Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: -Rubrics and Quarterly Assessment -Summative Assessments: District Interim Assessments -Results of the 2014 Cella

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Teachers will use rubrics and quarterly to assess the listening and speaking objectives.

G1.B5 2013 FCAT Performance data indicate that students in the lowest 25% will increase from 74% to 77%. Students in the lowest quartile demonstrated deficiencies in Reporting Category 1 Vocabulary.

G1.B5.S1 Students will be exposed to a wide variety of text utilizing graphic organizers, word walls, concept maps, personal dictionaries, signal or key words analogies and exposure to a wide variety of text across the curriculum. Students will participate in explicit vocabulary instruction to increase academic vocabulary.

Action Step 1

Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal key words, analogies, and exposure to a wide variety of text across the curriculum. The teacher should emphasize instruction that helps students build academic vocabulary to participate in stronger arguments by exposing them to a variety of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, portfolios, teacher created assessments, site generated assessments, including benchmarks.

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

Following the FCIM Model, bi-weekly vocabulary (McDougal Littell or Journeys) assessments will be reviewed and instruction will be adjusted as needed. In addition, Common Planning/Department Meetings will be held to share data, student progress and best practices.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McDougal Littell Literature Series or Journeys Intervention Vocabulary Assessments, Quizzes, Tests, Benchmark and Interim Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McDougal Littell or Journeys Intervention vocabulary benchmark test, quizzes, tests and Interim Assessments.

G1.B6 2013 FCAT Performance Data indicate that students are deficient in Vocabulary Reading Reporting Category. The Level 4-5 students will increase from 34% proficiency to 36% proficiency. Students will be given the opportunity to: - Analyze Word Structure - Analyze Words and Phrases derived from Latin, Greek, or other Languages - Use Advanced Word Relationships using vocabulary word maps, concept maps, and personal dictionaries.

G1.B6.S1 Students will be exposed to a wide variety of text to increase academic vocabulary. - Students will be utilizing Vocabulary Concept Maps - Word Walls - Personal Dictionaries - Instruction in identifying advanced word/phrase relationships and their meanings. -Determine the meaning of words and phrases as they are used in a text, including connotative, figurative, and technical meanings.

Action Step 1

Students will be exposed to a wide variety of text to increase academic vocabulary. - Students will be utilizing Vocabulary Concept Maps - Word Walls - Personal Dictionaries - Instruction in identifying advanced word/phrase relationships and their meanings. -Determine the meaning of words and phrases as they are used in a text, including connotative, figurative, and technical meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Student Work Folders - Portfolios - Teacher Created Vocabulary Assessments - Site generated Assessments including benchmarks

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

Following the FCIM Model, bi-weekly vocabulary assessments (McDougall Littell Series) will be reviewed and instruction will be adjusted as needed. In addition Common Planning/Department meetings will be held to share student progress, best practices and current data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizes/Test, Interims, McDougal Littell Series

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: - McDougal Littell Literature Series - Quizzes/Tests - Interim Assessments

G1.B7 2013 FCAT Performance data indicate that Cella students will increase in Reading proficiency from 27% to 34% proficiency.

G1.B7.S1 Students will participate in Reading activities such as Reader's Theatre, Chunking and Cooperative Learning to increase proficiency in using academic vocabulary.

Action Step 1

Students will participate in Reading activities such as Reader's Theatre, Chunking and Cooperative Learning to increase proficiency in using academic vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments from the basal series, quizzes and tests will be used to monitor and assess student progress.

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

Following the FCIM Model, bi-weekly vocabulary assessments using prescribed reading basal will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Inside Series (A,B, C, D,E), Quizzes, Tests and Interim Assessments.

G1.B8 2013 FCAT Performance data indicate that Cella students will increase in writing students will increase from 21% proficiency to 29% proficiency.

G1.B8.S1 Students will keep Journals and participate in writing activities that include the writing process, and illustrations/spelling strategies.

Action Step 1

Students will keep Journals and participate in writing activities that include the writing process, and illustrations/spelling strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

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

Following the FCIM Model, evidence of writing portfolios demonstrating final writing pieces will be monitored for fidelity of implementation. Additionally, , Mid Year Assessment will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Following the FCIM Model, evidence of writing portfolios demonstrating final writing pieces will be monitored for fidelity of implementation. Additionally, , Mid Year Assessment will be reviewed and instruction will be adjusted as needed.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM Model, portfolios, writing mini lessons, and Mid Year Writing Assessment will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Student Writing journals and Portfolios demonstrating understanding of the writing process.

G2. Results from the 2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at 3.5 to 6.0. Our Goal is to increase proficiency from 48% to 53% in Writing Application.

G2.B1 The area of deficiency as noted on the 2013 Writing 2.0 administration was Writing Application. The students were unable to present detailed evidence, examples, and reasoning to support arguments. Our goal for the 2014 Writing 2.0 is to increase writing proficiency from 48% to 53%.

G2.B1.S1 Incorporate and maintain with students a writing journal and portfolio which contains evidence of brainstorming in a variety of ways; using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, creative writing, group discussions, printed material and evidence of final product. Provide active coaching in the writing process, following the writing action plan, and infusing creative writing assignments into the framework. Provide students with routine extended time frames with a range of discipline-specific tasks, purposes and audiences.

Action Step 1

Students will keep a writing journal and a portfolio and demonstrate brainstorming in a variety of ways using graphic organizers, writing process, outlining, free writing, creative writing and produce evidence of final writing piece.Students will practice writing within each discipline area.Teacher will be given the opportunity to participate in Professional development activities in order to assist students and incorporate best practices into lesson plans. Teachers will emphasize writing across the curriculum and use "Essay Smart" provided by McDougal Littell.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and portfolios, teacher generated research projects, district writing assessments.

Facilitator:

Reading Facilitator

Participants:

Teachers

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

Following the Florida Continuous Improvement Model, evidence of writing portfolios demonstrating final writing pieces will be monitored for fidelity of implementation. Additionally, Mid Year Assessment will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team, Writing Team

Target Dates or Schedule

Monthly

Evidence of Completion

Portfolios and Mid Year Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Following the Florida Continuous Improvement Model, portfolios, informal classroom walk through, mini-lessons, Mid Year Assessment reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team and Writing Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Exhibition portfolios, Formative Assessments-McDougal Littell Series (Essay Smart)

G3. Our goal for the 2013-2014 school year is to increase student proficiency in mathematics from 59% to 65%.

G3.B1 2013 FCAT 2.0 Mathematics indicates that the area of deficiency is Geometry and Measurement. Students will be given opportunities to participate in tutorial programs (Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Provide students opportunities to utilize problem-solving strategies by implementing, discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. Teachers will attend professional development activities in order to assist students in the development of meaning and conceptual understanding in geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, assessments, quizzes and Interim assessments.

Facilitator:

Professional Development Liaison

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, quizzes and Interim assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM/model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Holt McDougal Florida, quizzes, test and Interim Assessments.

G3.B2 2013 FCAT 2.0 Mathematics performance indicate that the Hispanic and ED subgroups are deficient in Reporting Category Geometry and Measurement. Hispanic subgroup will increase from 59% proficiency to 65% and ED will increase from 57% proficiency to 63%. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

G3.B2.S1 Reporting Category Geometry and Measurement: Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulatives, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

Action Step 1

Students in Grades 6-8 (Hispanic and ED Subgroup) will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving real world problems, multi-step problems, and use manipulatives to develop meaning and conceptual understanding in the areas of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, assessments, quizzes and Interim Assessments.

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

Following the FCIM Model, bi-weekly benchmark assessments at each grade level will be reviewed and instruction will be adjusted as needed. Common Planning/Department meetings will be held to share data, student progress and best practices.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests, Benchmark and Interim Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments: Holt McDougal Florida, Quizzes, Test and Interim Assessment data.

G3.B3 2013 FCAT 2.0 Mathematics performance indicate that the White & SWD subgroups are deficient in Reporting Category Geometry and Measurement. The White subgroup will increase from 44% proficiency to 71% and the SWD will increase from 22% proficiency to 42%. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

G3.B3.S1 Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulatives, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

Action Step 1

Students will utilize problem solving strategies by implementing discovery based learning activities (manipulatives, problem solving, multi-step problems, and think-a-loud to increase meaning and conceptual understanding of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, daily journals, Quizzes/Tests, site generated assessments including benchmarks and Interim Assessments.

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

Following the FCIM Model, bi-weekly assessment data reports will be monitored for usage and reviewed for student progress. Instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Assessments (Holt McDougal Littel) , Quizzes, Software Reports (GIZMO. Compass Learning) and Interim Assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM Model bi-weekly assessment data reports , prescribed software reports will be utilized to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Holt McDougal Littell Series, Quizzes, Tests, and Interim Assessments.

G3.B4 2013 FCAT 2.0 Mathematics performance indicate that the ELL subgroup is deficient in Reporting Category Geometry and Measurement. The ELL subgroup will increase from 40% proficiency to 51%. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

G3.B4.S1 Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving real world problems related to real world situations. Daily use of journals to answer questions "how" and "why" will assist in developing skills, meaning and conceptual understanding of geometry and measurement.

Action Step 1

Students will use in school intervention tutorial program such as Compass Learning, Reflex, and GIZMO. Students will practice and apply learned concepts in real life situations through daily journals. Teachers will incorporate daily fact drills with dual attention to speed and accuracy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments including benchmarks.

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Software reports, (Reflex, GIZMO, Compass Learning) and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM Model, bi-weekly assessment data reports, prescribed software reports will be utilized to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Holt McDougal Series, Quizzes, Tests, and Interim Assessments

G3.B5 2013 FCAT2.0 Mathematics performance indicate that the lowest quartile will increase from 71% proficiency to 74%. Students scoring in the lowest 25% indicated deficiencies in the areas of Geometry and Measurement and Ratios and Proportions. Students will be given opportunities to participate in tutorial programs(Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulatives, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

G3.B5.S1 Students will be given the opportunity to participate in intervention tutorials (Compass Learning), daily journaling activities, step by step problem solving activities, think-a-loud, use multiple representations to translate and model multi-step real world application problems to develop meaning and conceptual understanding of Geometry and Measurement as well as Ratios and Proportions.

Action Step 1

Students will participate in tutorials (Compass Learning), daily journal activities, step-by-step problem solving activities, multi-step real world application problems, and discovery based learning activities to help develop meaning and conceptual understanding in the areas of Geometry and Measurement, Ratios and Proportions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, journals, site generated assessments, Software programs (Compass Learning, Reflex, GIZMO and FCAT Explorer).

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Student work folders, assessments, quizzes, and Interim Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Hold McDougal Series, Quizzes, Tests, and Interim Assessments.

G3.B6 2013 Mathematics performance indicate that Level 3 will increase from 24% proficiency to 39% and Level 4-5 will increase from 20% proficiency to 26%. Students will be given opportunities to participate to use multiple representations to translate and model multi-step real world application problems involving expressions, equations and functions. Students will share models informally at least once a month. Students ability to solve real world application problems involving fractions, ratios, and proportional relationships will be developed by providing opportunities to use think-a-louds and daily journaling activities to record ideas, mental pictures and engage in thought process.

G3.B6.S1 Students ability to solve real world application problems involving fractions, ratios, and proportional relationships will be developed by providing opportunities to use think-a-louds and daily journaling activities to record ideas, mental pictures and engage in thought process. Students will be given opportunities to participate in tutorial programs (Compass Learning, Reflex, and FCAT Explorer) to practice and apply concepts learned.

Action Step 1

Students will use prescribed software programs (Compass Learning, Reflex, FCAT Explorer) think-a-louds, and daily journal activities to develop strategies to solve real world application problems involving fractions, ratios, and proportional relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, journals, quizzes, tests, and benchmark assessments.

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

Lessons, journaling activities and best practices will be reviewed for fidelity.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data generated from bi-weekly formative benchmark assessments, teacher conferences to review adequate progress, and student data chats.

Plan to Monitor Effectiveness of G3.B6.S1

Lessons, journaling activities and best practices will be reviewed for effectiveness.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data generated bi-weekly, bi-weekly formative benchmark assessments, teacher conferences (Student progress), and student data chat. Summative: Results of the 2014 FCAT 2.0

G4. Our goal for the 2013-2014 is to increase Level 3 in Algebra EOC from 44% proficiency to 45% and Levels 4-5 from 41% proficiency to 42%.

G4.B1 An anticipated barrier in maintaining high standards are the increase in cut scores. Additionally, based on last years deficiencies as noted on the Algebra1 EOC, students difficulties were due to the cognitive level of abstraction in comparison to the required level of proficiency in order to successfully achieve proficiency in the following contents polynomials and discreet mathematics.

G4.B1.S1 Students will be exposed to solving algebraic proportions in real world and mathematical contexts using multiple representations (graphical, tabular, algebraic, and verbal) to find ways to combine those perspectives to reach deeper conclusions and connections. Provide teachers with training to assist students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Students will solve algebraic proportions in real world and mathematical contexts using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections. Teachers will assist training in order to assist students as they make sense of problem and persevere in solving them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, prescribed program reports and site generated assessments, including benchmarks.

Facilitator:

Professional Development Liaison

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests, Pearson Success reports and Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and intervention strategies will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments : Holt McDougal Series, Quizzes/Tests and Interim Assessments.

G4.B2 Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

G4.B2.S1 Technology will be incorporated especially providing students with opportunities to read problems on the screen, work them out on paper, and then report the answers on the computer. A rubric will be developed and applied to the work as students become more proficient.

Action Step 1

Technology will be incorporated especially providing students with opportunities to read problems on the screen, work them out on paper, and then report the answers on the computer. A rubric will be developed and applied to the work as students become more proficient.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal Assessments; student work folders, quizzes, and daily math journals.

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

Technology will be incorporated and progress will be monitored by reviewing data from bi-weekly quizzes and instruction will be modified as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data, Quick Quizzes, teacher created assessments/rubrics student work and daily journals.

Plan to Monitor Effectiveness of G4.B2.S1

Technology will be incorporated and progress will be monitored by reviewing data from bi-weekly quizzes and instruction will be modified as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Interim Assessments and Informative Assessments, Data and EOC Results.

G5. Our goal for the 2013-2014 is to increase Level 3 from 33% to 34% and Level 4-5 from 58% to 58% in Geometry.

G5.B1 An anticipated barrier in maintaining high standards are the increase in cut scores. Additionally, based on last years deficiencies as noted on the Geometry EOC, students difficulties were due to the cognitive level of abstraction in comparison to the required level of proficiency in order to successfully achieve proficiency in the following contents:Coordinate Geometry, Three Dimensional Figures, and Trigonometry.

G5.B1.S1 Students will apply geometric concepts in modeling real world situations through the use of technology tools for varying assumptions, exploring consequences, and comparing predictions to demonstrate a solution to a problem. Teachers will attend professional development activities through Common Planning and school site training in assisting students as they make sense of problems and persevere in solving them, and adjust instruction as needed.

Action Step 1

Students will apply geometric concepts in modeling real world situations through the use of technology tools for varying assumptions , exploring consequences, comparing predictions, in order to demonstrate solutions to a problem. Teachers will attend professional development through Common Planning and On-Site training in order to enrich to assistance in problem solving and adjusting instruction based on students needs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, reports from textbook online prescribed program/activities/exams, on site generated assessments including benchmarks.

Facilitator:

PD Liaison

Participants:

Teacher

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

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Kendallhunt.com, LAN Test Exam View, Focus Florida and Teacher created reteach/Intervention assessments.

G5.B2 An anticipated barrier in maintaining high standards is incorporating the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

G5.B2.S1 Incorporating the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Incorporating the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data, Quick Quizzes, Assessments, student individual data, student work folders.

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

Progress will be monitored by reviewing data from the bi-weekly quizzes and instruction modified according to data results.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Results and the Geometry EOC

Plan to Monitor Effectiveness of G5.B2.S1

Progress will be monitored by reviewing data from the bi-weekly quizzes and computer assessments and instruction will be modified as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

District Interim Results and the Geometry EOC

G6. Our goal is to maintain, monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the district Pacing Guides and the Biology test Item Specifications.

G6.B1 Maintaining the high level of achievement in the Biology EOC for the 2013 -2014.

G6.B1.S1 Students will design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. Students will engage in inquiry based , hands on, laboratory activities to make connections to real life experiences and explain and write about their results and experiences. The teachers will participate in Common Planning, and on-site professional development in-order to provide active modeling and coaching in the use of higher order questioning, rigorous activities, and response techniques.

Action Step 1

Students will design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. Students will engage in inquiry based , hands on, laboratory activities to make connections to real life experiences and explain and write about their results and experiences. The teachers will participate in Common Planning, and on-site professional development in-order to provide active modeling and coaching in the use of higher order questioning, rigorous activities, and response techniques.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - series, Quizzes/Tests and Interim Assessments.

G7. Students demonstrated difficulties in the Areas of Nature of Science and Physical Science.Our Goal for the FCAT 2.0 Science is to increase Level 3 proficiency from 18% to 23% and Levels 4-5 from 7% to 9%.

G7.B1 As noted on Science FCAT2.0 the areas of deficiency are Nature of Science and Physical Science due to inconsistent basic science entry knowledge proficiency and consistency in data in tested grade levels (5th and 8th).

G7.B1.S1 Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on Nature of Science and Physical Science. They will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in science. The teacher will participate in Professional Learning communities (PLC) to research, discuss, design and implement strategies to increase inquiry based learning of Nature of Science, Physical Science, Life Science, and Earth and Space Science. Students will use GIZMO, FCAT Explorer and Discovery to engage in hands on and or/ interactive activities.

Action Step 1

Students will complete Science journals and laboratory investigations bi-weekly. Teachers will participate in Professional Learning Communities and Common Planning sessions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals, laboratory investigation logs, teacher rosters for Professional Learning Communities and Common Planning sessions.

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

following the FCIM Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The Comprehensive Science Florida Course 1.2.and 3, GIZMO, FCAT Explorer and Discovery Education.

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM Bi-weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Comprehensive science course 1,2,and 3, FCAT Explorer, GIZMO and Discovery Education.

G8. Coordinate, collaborate, and network to increase collaboration; and coordinate efforts related to family involvement and academic achievement as noted in NCLB Acts.

G8.B1 Coordinating efforts related to family involvement and academic achievement in which parents are able to attend and participate.

G8.B1.S1 Coordinate, collaborate, and network to increase collaboration; and coordinate efforts related to family involvement and academic achievement to inform parents of the NCLB Acts. Furthermore, provide training, information, and support services that strengthen the relations between parents and schools in meaningful ways that improve academic achievement.

Action Step 1

Coordinate, collaborate, and network to increase collaboration; and coordinate efforts related to family involvement and academic achievement to inform parents of the NCLB Acts. Furthermore, provide training, information, and support services that strengthen the relations between parents and schools in meaningful ways that improve academic achievement.

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, sign-in logs, Title 1 Monthly Report to District.

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

Provide training, information, and support services that strengthen the relations between parents and schools in meaningful ways that improve academic achievement.

Person or Persons Responsible

EESAC, Leadership, Community Involvement Specialist, Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly CIS Reports, Family Involvement Academic Achievement participation rosters.

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM monthly reports will be monitored for parental involvement activities/academic achievement.

Person or Persons Responsible

EESAC, CIS, Leadership, Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Surveys, Academic Reports, Academic Team Meetings (parent/student/teacher)

G9. Our Goal for the 2013 -2014 is to test all eighth grade students enrolled in the CTE Course, with a passing rate of 80%.

G9.B1 The Anticipated Barrier is the CTE teachers lacking the knowledge of Common Core State Standards: Reading for Literacy in Science and Technical Subjects. Additionally, the Common Core State Standards College and Career Readiness Anchor standards for writing.

G9.B1.S1 Academic Department Team Leaders as well as Reading Facilitators will facilitate lesson study through Common Planning or Professional Learning Communities for developing cross-curricular CCSS lessons, between Science and CTE for CCSS range of Reading and Level of Text Complexity. CTE teachers will attend on-site Professional Development for on CCSS Literacy Standards for Technical Subjects.

Action Step 1

Academic Department Team Leaders as well as Reading Facilitator will facilitate lesson study through Common Planning or Professional Learning Communities for developing cross-curricular CCSS lessons, between Science and CTE for CCSS range of Reading and Level of Text Complexity. CTE teachers will attend on-site Professional Development for on CCSS Literacy Standards for Technical Subjects.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, quizzes/Tests, Interim Assessments, including benchmarks.

Facilitator:

Reading Facilitator

Participants:

CTE Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments-Quizzes/Test,Performance Projects and Interim Assessments.

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM, bi-weekly, assessment reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team/CTE Coordinator

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Quizzes/Tests, Performance Projects and Interim Assessments.

G9.B2 After data analysis, we need to increase both the number of students enrolled in CTE and Advanced courses along with completion rate and successful placement exams.

G9.B2.S1 Form cross disciplinary teams for developing integrated CTE and STEM academic curriculum. Furthermore, train teachers on the use of Discovery Education resources to use for increasing STEM integration in CTE instruction.

Action Step 1

Instructional and Academy teachers will participate in Professional Development and Professional Learning Communities to create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Person or Persons Responsible

Leadership Team, CTE/Academy teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of Reading Data (Interim Assessments, District Assessments, and EOC exams.

Facilitator:

PD Liaison

Participants:

CTE/Academy Teachers

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

Integration of CCSS academic curriculum in CTE and STEM related courses.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

B-Weekly

Evidence of Completion

Reading Data Reports: Benchmark, Interim and District Assessment.

Plan to Monitor Effectiveness of G9.B2.S1

Integration of CCSS academic curriculum in CTE and STEM related courses.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Data Reports and Perkins Grant Accountability district data of Reading targets of CTE students.

G9.B3 CTE teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.

G9.B3.S1 Increase effectiveness of instruction, CTE teachers obtain industry certification.

Action Step 1

Increase effectiveness of instruction, CTE teachers obtain industry certification.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Implementation of lessons and timely instruction in CTE classrooms, Data from Pre-Test and Reports from Industry Certification testing providers.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Evidence of lesson plan implementation, and student Reading and or Math data for CTE students.

Plan to Monitor Effectiveness of G9.B3.S1

Implementation of CCSS academic curriculum in the classroom and teachers obtaining industry certification.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data from Reading and or Math CTE students and Reports from Industry Certification testing providers.

G9.B4 CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

G9.B4.S1 CTE department will work with administration to set up goals, review pacing of preparation materials and set up test schedule using student data.

Action Step 1

CTE department will set up goals, review pacing of preparation materials and set up test schedule using student data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work folders, quizzes, tests and Pre-tests data.

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Effective implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Reading and or Math Data of CTE students.

Plan to Monitor Effectiveness of G9.B4.S1

Effective implementation of lessons and timely instruction in the CTE classroom.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Interim and District Assessment Data Summative: 2014 FCAT 2.0 Results

G10. Our school will decrease the number of students missing 10% or more of instructional time from 3% to 2%, decrease the number receiving behavioral referrals from 11% to 10% and decrease the number of referrals that lead to suspension from 7% to 6%.

G10.B1 Decreasing the number of students missing 10% or more of instructional time.

G10.B1.S1 Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support.

Action Step 1

Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent rosters, student enrollment logs and referral documentation.

Facilitator:

PD Facilitator

Participants:

Counselors

Action Step 2

Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent rosters, student enrollment logs and referral documentation.

Facilitator:

PD Facilitator

Participants:

Counselors

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

Following the FCIM will be utilized to monitor student progress and enrollment in course recovery classes.

Person or Persons Responsible

MTSS/RTI, Leadership, and Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Services documentation and enrollment logs monitored quarterly.

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM will be utilized to monitor student progress and enrollment in course recovery classes.

Person or Persons Responsible

MTSS/RTI, Leadership Team, Student Service Department

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Services documentation and enrollment logs monitored quarterly.

G10.B2 Decreasing the number of students who receive to or more behavior referrals.

G10.B2.S1 Trust Counselor and Peer mediation intervention will be developed as a means of assisting with conflict resolution and behavior problems.

Action Step 1

Trust Counselor and Peer Mediation Teams will be developed as a means of assisting with behavior issues and or conflict resolution.

Person or Persons Responsible

Trust Counselor, Counselors, Peer Mediation Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Services Documentation and Referral Documentation.

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

Intervention Teams as a means of assisting students with conflict resolution and or behavior issues.

Person or Persons Responsible

Trust Counselor and Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Services documentation logs, District Reports, and MTSS/RTI reports.

Plan to Monitor Effectiveness of G10.B2.S1

Trust Counselor Mediation and Peer mediation intervention as a means of assisting students.

Person or Persons Responsible

Leadership Team and Student Services

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Services Documentation, District Reports and MTSS/RTI Reports.

G10.B3 Decreasing the number of students who receive one or more behavior referrals that lead to suspension.

G10.B3.S1 The MTSS/RTI team will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

MTSS/RTI team will monitor students who receive two or more behavioral referrals providing students with counseling and involving parents in the process.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS/RTI updates and Reports

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

Monitoring of MTSS/RTI intervention process for referral, counseling and parent involvement.

Person or Persons Responsible

Leadership Team and MTSS/RTI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

MTSS/RTI updates and Reports, documentation logs.

Plan to Monitor Effectiveness of G10.B3.S1

MTSS/RTI implementation of counseling, parent involvement and assisting students in areas of need.

Person or Persons Responsible

Leadership Team and MTSS/RTI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

MTSS/RTI Reports

G11. Our goal is to increase the number of students successfully completing STEM related courses.

G11.B1 Increase the number of students taking advanced placement exams (EOC) for STEM -related courses.

G11.B1.S1 Provide opportunities for students to apply literacy and STEM -related skills when solving real-world problems during Career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Engineering Competitions, Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Action Step 1

Provide opportunities for students to apply literacy and STEM -related skills when solving real-world problems during Career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Person or Persons Responsible

STEM Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful outcomes of STEM related competitions (i.e., FBLA, HOSA, Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions.)

Facilitator:

CTE Office of Professional Development

Participants:

STEM Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and STEM Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests, Performance Projects, and completion of monitoring timeline for student progress.

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Discovering Computers: Your Interactive Guide to the Digital World, On-Line Assessments (Cengage Learning), Quizzes/Tests Summative : CIW: End of Course Exam

G11.B2 Increase the number of experiences and percent of participation.

G11.B2.S1 Provide opportunities for students to participate in STEM related activities which include: Career Technical Student Organization competitions, FBLA, HOSA and other events such as Engineering competitions, Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Action Step 1

Provide opportunities for students to participate in real-word problems during career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase number of STEM related experiences and percent of participation.

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and STEM teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance Projects, and increased participation in competions.

Plan to Monitor Effectiveness of G11.B2.S1

Monitor the success of the events

Person or Persons Responsible

STEM teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Successful completion of events and competitions.

G12. Our goal for the 2013 - 2014 school year is to establish high levels of proficiency in the Civics EOC.

G12.B1 Upon completion of the District Baseline Assessment and review of course benchmarks it has been determined that students have difficulty transferring Writing and Language Arts and Reading (Text Complexity) skills to the content areas.

G12.B1.S1 Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master assessed content. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics. Provide opportunities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues.

Action Step 1

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master assessed content. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics. Provide Professional Development opportunities for teachers incorporate additional best practices related to CCSS and students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks and reports from Interim assessments.

Facilitator:

PD Liaison

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Following the FCIM will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team/Civics Department

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Florida Civics Series, Quizzes/Tests and Interim Assessments.

Coordination and Integration

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

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

Title I, Part A
At Hialeah Gardens Middle School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday 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. The Leadership Team assist with the development, leadership, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of our school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Secondly, Hialeah Gardens Middle School works closely with an Alternate to Suspension program at Hialeah Gardens Senior High School.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title X- Homeless

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

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

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

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

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

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

Supplemental Academic Instruction (SAI)

This 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.

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy

of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) 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 Wellness Policy.
4) Additionally, Hialeah Gardens Middle School has established an "In-House" Wellness Council comprised of a variety of staff members, parents and students. Professional development opportunities, physical activity programs and health awareness issues are the main focus of this endeavor.
Housing Programs
N/A
Head Start
N/A
Career and Technical Education
By promoting Career Pathways and Programs of Study, (i.e. Computer Technology, Agri-Science, Biomedical, Law Studies, and STEM Related) students will become academy program completers and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Job Training
N/A
Other
• 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.

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 from 2013 FCAT indicate that the overall proficiency of students in reading is 64%. Our goal for the 2013-2014 is to increase the overall proficiency to 69%.

G1.B1 The deficiencies as noted on the 2013 administration of the is Reporting Category 1 Vocabulary (Context Clues, words/phrases, and analogies). .

G1.B1.S1 Students will participate in explicit vocabulary instruction. Students will be exposed to a wide variety of text utilizing graphic organizers, word walls, concept maps, personal dictionaries, signal key words and analogies to increase academic vocabulary.

PD Opportunity 1

Students will utilize graphic organizers, word walls, concept maps personal dictionaries, signal or key words, analogies, and exposure to a wide variety of text across the curriculum. Teachers will be given professional development opportunities in order to better assist students and incorporate strategies/ best practices learned into instructional lesson plans. This will help students build academic vocabulary to participate in stronger arguments by exposing them to a variety of text.

Facilitator

Reading Facilitator

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, portfolios, teacher created assessments, site generated assessments, including benchmarks.

G2. Results from the 2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at 3.5 to 6.0. Our Goal is to increase proficiency from 48% to 53% in Writing Application.

G2.B1 The area of deficiency as noted on the 2013 Writing 2.0 administration was Writing Application. The students were unable to present detailed evidence, examples, and reasoning to support arguments. Our goal for the 2014 Writing 2.0 is to increase writing proficiency from 48% to 53%.

G2.B1.S1 Incorporate and maintain with students a writing journal and portfolio which contains evidence of brainstorming in a variety of ways; using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, creative writing, group discussions, printed material and evidence of final product. Provide active coaching in the writing process, following the writing action plan, and infusing creative writing assignments into the framework. Provide students with routine extended time frames with a range of discipline-specific tasks, purposes and audiences.

PD Opportunity 1

Students will keep a writing journal and a portfolio and demonstrate brainstorming in a variety of ways using graphic organizers, writing process, outlining, free writing, creative writing and produce evidence of final writing piece.Students will practice writing within each discipline area.Teacher will be given the opportunity to participate in Professional development activities in order to assist students and incorporate best practices into lesson plans. Teachers will emphasize writing across the curriculum and use "Essay Smart" provided by McDougal Littell.

Facilitator

Reading Facilitator

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and portfolios, teacher generated research projects, district writing assessments.

G3. Our goal for the 2013-2014 school year is to increase student proficiency in mathematics from 59% to 65%.

G3.B1 2013 FCAT 2.0 Mathematics indicates that the area of deficiency is Geometry and Measurement. Students will be given opportunities to participate in tutorial programs (Compass Learning), utilize problem solving strategies by implementing discovery based learning activities (manipulative, problem solving, think-a-loud, and multi-step problems) to develop meaning and conceptual understanding in the areas of geometry and measurement.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

PD Opportunity 1

Provide students opportunities to utilize problem-solving strategies by implementing, discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. Teachers will attend professional development activities in order to assist students in the development of meaning and conceptual understanding in geometry and measurement.

Facilitator

Professional Development Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, assessments, quizzes and Interim assessments.

G4. Our goal for the 2013-2014 is to increase Level 3 in Algebra EOC from 44% proficiency to 45% and Levels 4-5 from 41% proficiency to 42%.

G4.B1 An anticipated barrier in maintaining high standards are the increase in cut scores. Additionally, based on last years deficiencies as noted on the Algebra1 EOC, students difficulties were due to the cognitive level of abstraction in comparison to the required level of proficiency in order to successfully achieve proficiency in the following contents polynomials and discreet mathematics.

G4.B1.S1 Students will be exposed to solving algebraic proportions in real world and mathematical contexts using multiple representations (graphical, tabular, algebraic, and verbal) to find ways to combine those perspectives to reach deeper conclusions and connections. Provide teachers with training to assist students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

Students will solve algebraic proportions in real world and mathematical contexts using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections. Teachers will assist training in order to assist students as they make sense of problem and persevere in solving them.

Facilitator

Professional Development Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, prescribed program reports and site generated assessments, including benchmarks.

G5. Our goal for the 2013-2014 is to increase Level 3 from 33% to 34% and Level 4-5 from 58% to 58% in Geometry.

G5.B1 An anticipated barrier in maintaining high standards are the increase in cut scores. Additionally, based on last years deficiencies as noted on the Geometry EOC, students difficulties were due to the cognitive level of abstraction in comparison to the required level of proficiency in order to successfully achieve proficiency in the following contents:Coordinate Geometry, Three Dimensional Figures, and Trigonometry.

G5.B1.S1 Students will apply geometric concepts in modeling real world situations through the use of technology tools for varying assumptions, exploring consequences, and comparing predictions to demonstrate a solution to a problem. Teachers will attend professional development activities through Common Planning and school site training in assisting students as they make sense of problems and persevere in solving them, and adjust instruction as needed.

PD Opportunity 1

Students will apply geometric concepts in modeling real world situations through the use of technology tools for varying assumptions , exploring consequences, comparing predictions, in order to demonstrate solutions to a problem. Teachers will attend professional development through Common Planning and On-Site training in order to enrich to assistance in problem solving and adjusting instruction based on students needs.

Facilitator

PD Liaison

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, reports from textbook online prescribed program/activities/exams, on site generated assessments including benchmarks.

G9. Our Goal for the 2013 -2014 is to test all eighth grade students enrolled in the CTE Course, with a passing rate of 80%.

G9.B1 The Anticipated Barrier is the CTE teachers lacking the knowledge of Common Core State Standards: Reading for Literacy in Science and Technical Subjects. Additionally, the Common Core State Standards College and Career Readiness Anchor standards for writing.

G9.B1.S1 Academic Department Team Leaders as well as Reading Facilitators will facilitate lesson study through Common Planning or Professional Learning Communities for developing cross-curricular CCSS lessons, between Science and CTE for CCSS range of Reading and Level of Text Complexity. CTE teachers will attend on-site Professional Development for on CCSS Literacy Standards for Technical Subjects.

PD Opportunity 1

Academic Department Team Leaders as well as Reading Facilitator will facilitate lesson study through Common Planning or Professional Learning Communities for developing cross-curricular CCSS lessons, between Science and CTE for CCSS range of Reading and Level of Text Complexity. CTE teachers will attend on-site Professional Development for on CCSS Literacy Standards for Technical Subjects.

Facilitator

Reading Facilitator

Participants

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, quizzes/Tests, Interim Assessments, including benchmarks.

G9.B2 After data analysis, we need to increase both the number of students enrolled in CTE and Advanced courses along with completion rate and successful placement exams.

G9.B2.S1 Form cross disciplinary teams for developing integrated CTE and STEM academic curriculum. Furthermore, train teachers on the use of Discovery Education resources to use for increasing STEM integration in CTE instruction.

PD Opportunity 1

Instructional and Academy teachers will participate in Professional Development and Professional Learning Communities to create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Facilitator

PD Liaison

Participants

CTE/Academy Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of Reading Data (Interim Assessments, District Assessments, and EOC exams.

G10. Our school will decrease the number of students missing 10% or more of instructional time from 3% to 2%, decrease the number receiving behavioral referrals from 11% to 10% and decrease the number of referrals that lead to suspension from 7% to 6%.

G10.B1 Decreasing the number of students missing 10% or more of instructional time.

G10.B1.S1 Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support.

PD Opportunity 1

Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support.

Facilitator

PD Facilitator

Participants

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent rosters, student enrollment logs and referral documentation.

PD Opportunity 2

Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support.

Facilitator

PD Facilitator

Participants

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent rosters, student enrollment logs and referral documentation.

G11. Our goal is to increase the number of students successfully completing STEM related courses.

G11.B1 Increase the number of students taking advanced placement exams (EOC) for STEM -related courses.

G11.B1.S1 Provide opportunities for students to apply literacy and STEM -related skills when solving real-world problems during Career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Engineering Competitions, Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

PD Opportunity 1

Provide opportunities for students to apply literacy and STEM -related skills when solving real-world problems during Career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Facilitator

CTE Office of Professional Development

Participants

STEM Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful outcomes of STEM related competitions (i.e., FBLA, HOSA, Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions.)

G12. Our goal for the 2013 - 2014 school year is to establish high levels of proficiency in the Civics EOC.

G12.B1 Upon completion of the District Baseline Assessment and review of course benchmarks it has been determined that students have difficulty transferring Writing and Language Arts and Reading (Text Complexity) skills to the content areas.

G12.B1.S1 Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master assessed content. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics. Provide opportunities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues.

PD Opportunity 1

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master assessed content. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics. Provide Professional Development opportunities for teachers incorporate additional best practices related to CCSS and students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues.

Facilitator

PD Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks and reports from Interim assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results from 2013 FCAT indicate that the overall proficiency of students in reading is 64%. Our goal for the 2013-2014 is to increase the overall proficiency to 69%.	$4
G6.	Our goal is to maintain, monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the district Pacing Guides and the Biology test Item Specifications.	$4,030
G11.	Our goal is to increase the number of students successfully completing STEM related courses.	$2,000
	Total	$6,034

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
EESAC	$4	$0	$4
Science Department	$4,030	$0	$4,030
School Based	$0	$2,000	$2,000
Total	$4,034	$2,000	$6,034

Budget Details

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

G1. The results from 2013 FCAT indicate that the overall proficiency of students in reading is 64%. Our goal for the 2013-2014 is to increase the overall proficiency to 69%.

G1.B4 2013 FCAT Performance data indicate that Cella students will increase in Listening and Speaking proficiency from 42% to 48% proficiency.

G1.B4.S1 Students will participate in listening and speaking explicit instruction, role-play, teacher/student/modeling, think alouds, cooperative learning groups and "En Espanol" Workbooks aligned to Common Core State Standards in order develop academic language.

Action Step 1

Students will participate in listening and speaking explicit instruction, role-play, teacher/student/modeling, think alouds,and cooperative learning groups. Students will use "En Espanol" workbooks levels 1 & 2 for explicit vocabulary instruction.

Resource Type

Evidence-Based Program

Resource

En Espanol Workbooks Book #7 Level 1 Book #8 Level 2

Funding Source

EESAC

Amount Needed

$4

G6. Our goal is to maintain, monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the district Pacing Guides and the Biology test Item Specifications.

G6.B1 Maintaining the high level of achievement in the Biology EOC for the 2013 -2014.

G6.B1.S1 Students will design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. Students will engage in inquiry based , hands on, laboratory activities to make connections to real life experiences and explain and write about their results and experiences. The teachers will participate in Common Planning, and on-site professional development in-order to provide active modeling and coaching in the use of higher order questioning, rigorous activities, and response techniques.

Action Step 1

Students will design experiments using the process of science and present their work through lab reports, Powerpoint presentations, and/or classroom discussions. Students will engage in inquiry based , hands on, laboratory activities to make connections to real life experiences and explain and write about their results and experiences. The teachers will participate in Common Planning, and on-site professional development in-order to provide active modeling and coaching in the use of higher order questioning, rigorous activities, and response techniques.

Resource Type

Evidence-Based Program

Resource

Accelerated Reading Program

Funding Source

Science Department

Amount Needed

$4,030

G11. Our goal is to increase the number of students successfully completing STEM related courses.

G11.B1 Increase the number of students taking advanced placement exams (EOC) for STEM -related courses.

G11.B1.S1 Provide opportunities for students to apply literacy and STEM -related skills when solving real-world problems during Career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Engineering Competitions, Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Action Step 1

Provide opportunities for students to apply literacy and STEM -related skills when solving real-world problems during Career Technical Student Organization competitions (i.e., FBLA and HOSA) and other events such as Fairchild Challenge, Miami Dade Youth Fair, Robotics competitions, etc.

Resource Type

Technology

Resource

Writing Sessions for students four times per week at one hour per day.

Funding Source

School Based

Amount Needed

$2,000