



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hialeah Middle School

6027 E 7TH AVE

Hialeah, FL 33013

305-681-3527

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

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
95%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
C

2012-13
C

2011-12
D

2010-11
C

2009-10
C

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	19
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	36
Part III: Coordination and Integration	88
Appendix 1: Professional Development Plan to Support Goals	91
Appendix 2: Budget to Support Goals	96

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	
Prevent	5	Gayle Sitter	
Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Hialeah Middle School

Principal

Lourdes Diaz

School Advisory Council chair

Robin Marks

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

Name	Title
Loudes Diaz	Principal
Alberto Bermudez	Assistant Principal
Natalie S. Mack	Assistant Principal
George Bombalier	Reading Coach
Marina Medina	Math Coach
Glenda Puente	Science Coach
Oscar Diaz	ELL Teacher
Addy Melendez	Reading Teacher
Idalmis Donderiz	Math Teacher
Jeffrey Betancourt	Science Teacher
Lenard Gutierrez	Social Studies Teacher
Jannette Cosuelo	SPED Teacher
Rolando Chinaea	SPED Teacher
Lourdes Paola	School Psychologist
Renee Falitz	Speech Pathologist
Claudio Duckardt	SPED Chair
Isaura Blanco	Counselor
Linda Gaitor	Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-Lourdes Diaz
 Assistant Principals-Alberto Bermudez, Natalie S. Mack
 SAC-Robin Marks
 UTD- Mary Orizondo
 Teacher- Wilhelmina Davis
 Parent- Jessica Mena
 Student-Joymara Mena

Involvement of the SAC in the development of the SIP

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. 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.

Activities of the SAC for the upcoming school year

Organize family events involving school initiatives of literacy and promoting our Magnet and iPrep programs. Sponsor drives to increase parental involvement. Work with school stakeholders to implement and review the progress of the School Improvement Plan (SIP). Review school-wide data for trends in students' achievement.

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

School-wide proficiency was 46% and in math was 38%. Therefore, funds will be utilized to provide rewards and/or incentives for performance and improvement on interim assessments, participation in tutoring and enrichment activities, and other events throughout the school year. The EESAC has not yet determined the specific amounts allocated to each project.

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:

Lourdes Diaz

Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

AB-Psychology and AB-English and American Literature, Brown University; MA English Education, Nova Southeastern University; Modified Core-Educational Leadership, Nova Southeastern University; Principal Certification-State of Florida6-12 EnglishK-12 Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 46%
 Math Proficiency, 38%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% -65 points
 Math Imp. of Lowest 25% -68 points
 Rdg. AMO –53
 Math AMO–46
 2012 – School Grade D
 Rdg. Proficiency, 43%
 Math Proficiency, 35%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 64 points
 Rdg. AMO –48
 Math AMO–40
 ‘11 ‘10 ‘09 ‘08
 School Grade C C C C
 High Standards Rdg. 57 53 56 59
 High Standards Math 47 52 50 51
 Lrng Gains-Rdg. 62 60 62 66
 Lrng Gains-Math 55 61 63 61
 Gains-Rdg-25% 75 74 70 69
 Gains-Math-25% 70 71 74 66

George Bombalier		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BS in Political Science; MS in Diagnostic Instruction in Education, Florida International University, Certification: Language Arts 6-12, ESOL k-12, Varying Exceptionalities k-12, Social Studies 6-12, Reading Endorsement	
Performance Record	2013 – School Grade Pending Rdg. Proficiency, 49% Math Proficiency, 67% Writing Proficiency, 55% Science Proficiency, 57% Rdg. Lrg. Gains, points, 65 Math Lrg. Gains, points, 82 Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 73 points Rdg. AMO –59 Math AMO–41 2013 – School Grade C Rdg. Proficiency, 43% Math Proficiency, 47% Writing Proficiency, 60% Science Proficiency, 48% Rdg. Lrg. Gains, points, 67 Math Lrg. Gains, points, 38 '11 '10 '09 School Grades: - C C D High Standards–Rdg: 47 45 37 High Standards–Math:78 75 67 Lrng Gains–Rdg: 52 29 53 Lrng Gains–Math: 72 76 76	

Mariana Medina		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	BS in Field Physical Education, ISCF, MS Math Education K-12, Nova University, Certification: K-6 Elementary Education, P.E. K-8	
Performance Record	2013 – School Grade A Rdg. Proficiency, 71% Math Proficiency, 80% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 89 points Math Imp. of Lowest 25% -63 points Rdg. AMO–78 Math AMO–87 2012 – School Grade A Rdg. Proficiency, 70% Math Proficiency, 72% Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 86 points Math Imp. of Lowest 25% - 57 points ‘11 ‘10 ‘09 ‘ School Grade A A A High Standards Rdg. 88 90 89 High Standards Math 90 96 97 Lrng Gains-Rdg. 70 80 77 Lrng Gains-Math 65 77 81 Gains-Rdg-25% 72 82 80 Gains-Math-25% 64 80 94	

Glenda Puente		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Science	
Credentials	B.S and M.S. in Chemical Engineering, Ivanovo State Academy of Chemistry and Technology Russia, Certification: Chemistry 6-12, General Science 5-9.	
Performance Record	2013 – School Grade C Rdg. Proficiency, 46% Math Proficiency, 38% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% -68 points Rdg. AMO –53 Math AMO–46 2012 – School Grade D Rdg. Proficiency, 43% Math Proficiency, 35% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –48 Math AMO–40 ‘11 ’10 ’09 ’ School Grade C C C High Standards Rdg. 57 53 56 High Standards Math 47 52 50 Lrng Gains-Rdg. 62 60 62 Lrng Gains-Math 55 61 63 Gains-Rdg-25% 75 74 70 Gains-Math-25% 70 71 74	

Classroom Teachers

of classroom teachers

62

receiving effective rating or higher

61, 98%

Highly Qualified Teachers

58%

certified in-field

62, 100%

ESOL endorsed

27, 44%

reading endorsed

7, 11%

with advanced degrees

25, 40%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

7, 11%

with 6-14 years of experience

29, 47%

with 15 or more years of experience

26, 42%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

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

Maintain open communication with local colleges and universities to ensure placement of college students into classrooms for field experience, student contact hours, and internships. Provide ample professional development activities for new and veteran teachers at the school site based on interest and need. Conduct individual and subject area data chats to increase knowledge management of current evidence-based strategies and action research across the curriculum.

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

Teachers will be paired based on subject and/or grade level taught. Weekly meetings before and/or after-school, sharing of best practices in the classroom, lesson study, and working together on required documentation for evaluation are some of the planned activities.

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

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

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

The MTSS Leadership Team focuses on developing and maintaining a problem-solving system to maximize student learning and to provide appropriate assessment and intervention strategies to ensure that this takes place. The team meets regularly to review screening and standardized assessment data which came utilized to plan professional development activities for school staff. The team shares this information with school staff and allows for their input and feedback. They also support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Ultimately, these combined efforts lead to a clear analysis of student needs and student progress, a thorough examination of program delivery and effectiveness, and a monitoring process for the subsequent responses. The principal and assistant principal promote MTSS by allocating appropriate resources and building a common vision. They also ensure overall implementation of intervention support and documentation. The three academic coaches (especially the reading coach) are instrumental in assisting with the interpretation of student assessment data and available intervention strategies. Likewise, selected general education teachers provide specific information about the student(s), as they deliver Tier 1 (core) instructional and behavioral methodologies. They collaborate with other MTSS members to develop and implement Tier 2 (supplemental) interventions and materials in addition to and in alignment with effective core instruction and behavioral support to targeted student(s), as needed. SPED teachers contribute to the team by collaborating with general education teachers, particularly in inclusion situations, and providing Tier 3 (intensive) interventions in addition to and in alignment with effective core instruction and behavioral support to targeted student(s), as needed. The school psychologist, speech language pathologist, SPED department chair, and guidance counselors each provide expertise in collection, interpretation, and analysis of data as well as development of intervention plans. The guidance counselors also link community agencies to the students and families to support the child's academic, emotional, behavioral, and social success.

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

Administrators will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Principal-Lourdes Diaz

Assistant Principal-Alberto Bermudez, Natalie S. Mack

Academic Coaches: Reading, Math, and Science- Glenda Puente, George Bombalier, Mariana Medina
General Education Teachers-Oscar Diaz, Addy Melendez, Idalmis Donderiz, Jeffrey Betancourt, Lenard Gutierrez

Special Education (SPED) Teachers-Jannette Couselo, Rolando Chinaea

School Psychologist-Lourdes Pola

Speech Language Pathologist-Renee Falitz

SPED Department Chairperson- Claudio Duckardt

School Guidance Counselors- Isaura Blanco, Linda Gaitor

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

Members of the MTSS Leadership Team meet with the School Advisory Council (SAC) and principal to help develop the SIP by gathering, monitoring, and providing relevant data and input, including information regarding the fidelity of the delivery of instruction and intervention.

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

A variety of assessments and data will be used to guide instructional decisions. For the academic component, these include Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurements (CBM), District Interim Assessments, and student grades. For the behavioral component, these include Student Case Management (SCM) referrals, suspension/expulsion records, attendance records, conduct grades, team conference and referral information.

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

To ensure that all students benefit from MTSS, meetings with all stakeholders and on-going professional development will occur to debrief and collaborate the following: a.) best practices for a smooth implementation, b.) to promote awareness, and c.) to effectively problem-solve the instructional decision-making process for all students.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 25,600

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities before-school and/or after-school programs to target students not making AMO.

Strategy Purpose(s)

- Instruction in core academic subjects

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

All enrichment student assessments will be monitored for progression and provided to the content area teacher.

Who is responsible for monitoring implementation of this strategy?

Administrators, enrichment teachers, coaches

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday 8th Academy will focus on Writing and Science as a first strand and continue with Reading and Math for grades 6th through 8th in the Spring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

All enrichment student assessments will be monitored for progression and provided to the content area teacher.

Who is responsible for monitoring implementation of this strategy?

Administrators, enrichment teachers, coaches

Literacy Leadership Team (LLT)

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

Name	Title
Lourdes Diaz	Principal
Alberto Bermudez	Assistant Principal
Natalie S. Mack	Assistant Principal
George Bombalier	Reading Coach
Barbara Alfonso	Media Specialist
Chanessa Ware	Language Arts Teacher
Oscar Diaz	ESOL Teacher
Celeste Murray	SPED Teacher

How the school-based LLT functions

The LLT will meet once a month to improve the quality of instruction in literacy at Hialeah Middle School.

Major initiatives of the LLT

The LLT will identify and promote the use of research-based literacy strategies, facilitate the lesson study protocol, facilitate the transition to higher complexity texts, increase emphasis on developing content-area vocabulary and promote writing, especially text-based writing, across the curriculum.

Every Teacher Contributes to Reading Instruction

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

The reading coach will provide professional development to all teachers so students can easily incorporate active reading strategies across the curriculum. Through the utilization of evidence-based strategies, including but not limited to think-alouds, reciprocal teaching, concept maps, cross-content

interactive word walls and exposure to higher complexity texts, teachers will make reading more accessible to students in all subject areas. Also, to ensure students have reading strategies, tools, and techniques to better understand, organize, navigate, evaluate, and synthesize content material across the curriculum, teachers will facilitate the “Twenty Minutes and Out” instructional approach based on their class content. Also, mobile libraries have been prepared with an extended catalog of books to promote independent reading through homeroom and language arts classes.

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

Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, most students in seventh grade are enrolled in iPrep Mathematics.

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

The school will include lessons on educational achievement, personal/social/career awareness, and health/community awareness. All lessons incorporate literacy skills, home learning/parent components, and accommodations are aligned with the Standard-Based Student Development Program for diverse learners. The curriculum will be implemented by middle school guidance counselors.

Strategies for improving student readiness for the public postsecondary level

Students who demonstrate deficiencies in Reading and/or Mathematics will be placed in intensive classes to ensure mastery before moving on to high school.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	46%	No	57%
American Indian				
Asian				
Black/African American	50%	42%	No	55%
Hispanic	53%	47%	No	57%
White	47%	50%	Yes	52%
English language learners	34%	21%	No	41%
Students with disabilities	40%	39%	No	46%
Economically disadvantaged	51%	45%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	28%	32%
Students scoring at or above Achievement Level 4	129	15%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	23	27%	30%
Students scoring at or above Level 7	31	36%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	136	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	59	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	59	23%	31%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	127	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	15	56%	60%

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	46%	38%	No	51%
American Indian				
Asian				
Black/African American	37%	36%	No	43%
Hispanic	47%	38%	No	52%
White	39%	44%	Yes	45%
English language learners	37%	21%	No	43%
Students with disabilities	35%	39%	Yes	42%
Economically disadvantaged	43%	37%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	21%	26%
Students scoring at or above Achievement Level 4	72	9%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	29	34%	37%
Students scoring at or above Level 7	22	26%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		96%	96%
Middle school performance on high school EOC and industry certifications		70%	70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	44%	47%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	52%	53%
Students scoring at or above Achievement Level 4	11	35%	36%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	17%	22%
Students scoring at or above Achievement Level 4	37	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	10	37%	38%

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)	1		2
Participation in STEM-related experiences provided for students	1		2%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	425	48%	48%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	2		

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	137	14%	13%
Students who fail a mathematics course	7	1%	1%
Students who fail an English Language Arts course	10	1%	1%
Students who fail two or more courses in any subject	6	1%	1%
Students who receive two or more behavior referrals	261	29%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	236	25%	24%

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 %
--------	---------------	---------------	---------------

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Algebra 1 EOC assessment from 54% to 60%.
- G2.** Our goal for the 2013 -2014 school year is to increase Reading proficiency on FCAT 2.0 from 46% to 57%.
- G3.** Our goal for the 2013 -2014 school year is to increase Reading proficiency on FAA from 27% to 30%.
- G4.** Our goal for the 2013 -2014 school year is to increase overall CELLA proficiency (listening/ speaking from 53% to 58%, reading from 23% to 31%, writing from 23% to 31%).
- G5.** Our goal for the 2013 -2014 school year is to increase Writing proficiency from 49% to 54%.
- G6.** Our goal for the 2013 -2014 school year is to increase Mathematics proficiency on FAA from 38% to 49%.
- G7.** Our goal for the 2013-2014 school year is to increase Mathematics proficiency from 38% to 51%.
- G8.** Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Middle School Acceleration course, Algebra 1 EOC assessment from 54% to 60%.
- G9.** Our goal for the 2013 -2014 school year is to increase students in grade 7 scoring at Achievement Level 3 on Civics EOC assessment from % to %.
- G10.** Our goal for the 2013 -2014 school year is to increase Science proficiency on FCAT 2.0 from 34% to 40%.
- G11.** Our goal for the 2013 -2014 school year is to provide STEM experiences through related subject matter courses and extracurricular activities.
- G12.** Our goal for the 2013 -2014 school year is to Increase the number of CTE industry certification exams from 0 to 75.
- G13.** Our goal for the 2013-2014 school year is to decrease the percentage of attendance of students who miss 10 or more of instructional days from 14% to 13%.

Goals Detail

G1. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Algebra 1 EOC assessment from 54% to 60%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Algebra 1 EOC assessment was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G2. Our goal for the 2013 -2014 school year is to increase Reading proficiency on FCAT 2.0 from 46% to 57%.

Targets Supported

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

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to Reading teachers need to better understand the process of disaggregation of reading data to plan DI activities for students based on proficiency by FAIR profile (Boxing students).
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of active learning.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of effective use of instructional time to maximize student learning.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited of graded work with corrective feedback and student authentic work.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited Language Arts/ Reading teachers are not utilizing the Gradual Release of Responsibility Model appropriately (e.g., I do, We do, You do).

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G3. Our goal for the 2013 -2014 school year is to increase Reading proficiency on FAA from 27% to 30%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at level 4, 5, and 6 on FAA was Reading Comprehension.

Plan to Monitor Progress Toward the Goal

Review unique learning data reports.

Person or Persons Responsible

Administrators and program specialist.

Target Dates or Schedule:

August through June

Evidence of Completion:

Unique learning assessment data reports.

G4. Our goal for the 2013 -2014 school year is to increase overall CELLA proficiency (listening/speaking from 53% to 58%, reading from 23% to 31%, writing from 23% to 31%).

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency for English Language Learners scoring proficient in Listening/Speaking on CELLA was Developmental Language Arts classes need to focus on development IFC's.
- The area of deficiency for English Language Learners scoring proficient in Reading on CELLA was Developmental Language Arts classes need to focus on the Differentiated instruction as a teaching philosophy based on the premise that teachers should adapt instruction to student differences.
- The area of deficiency for English Language Learners scoring proficient in Writing on CELLA administration was limited evidence of the writing process in classrooms.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports .

G5. Our goal for the 2013 -2014 school year is to increase Writing proficiency from 49% to 54%.

Targets Supported

- Writing

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of corrective feedback on student essays as well as limited evidence of the use of rubrics.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of the writing process in classrooms.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of the use of writing portfolios in support of providing students with multiple writing opportunities.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G6. Our goal for the 2013 -2014 school year is to increase Mathematics proficiency on FAA from 38% to 49%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FAA)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency for students grades 6-8 scoring at or above Achievement Level 4 on FAA was Number and Operations.

Plan to Monitor Progress Toward the Goal

Review unique learning data reports.

Person or Persons Responsible

Administrators and program specialist.

Target Dates or Schedule:

August through June

Evidence of Completion:

Unique learning assessment data reports.

G7. Our goal for the 2013-2014 school year is to increase Mathematics proficiency from 38% to 51%.

Targets Supported

Resources Available to Support the Goal

.

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of real world application problems in daily classroom instruction and home learning activities.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of Math teachers to better understand the process of disaggregation of math data to plan DI activities for students, based on proficiency by benchmark. As well as identify a secondary benchmark focus for whole group instruction.
- There is a need to increase writing (e.g., journal) and the utilization of probing questions and higher order questioning strategies during the delivery of instruction to engage students in critical thinking.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of active learning that provide opportunities for students to participate in student mathematical discourse (writing to explain their thought process)
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of Math teachers are not utilizing the Gradual Release of Responsibility Model appropriately and are not utilizing the instructional period to maximize instruction.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G8. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Middle School Acceleration course, Algebra 1 EOC assessment from 54% to 60%.

Targets Supported

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Middle School Acceleration course (Algebra 1 EOC assessment) was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G9. Our goal for the 2013 -2014 school year is to increase students in grade 7 scoring at Achievement Level 3 on Civics EOC assessment from % to %.

Targets Supported

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

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was limited evidence of active learning.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was no evidence of grade-specific IFC's to drive teaching and learning.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was the need for reading coach will provide active coaching in the instruction of the standards, scaffold instruction to increase rigor to the highest complexity of the benchmark.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was limited evidence of differentiated instruction implantation in Social studies classes.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrator

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G10. Our goal for the 2013 -2014 school year is to increase Science proficiency on FCAT 2.0 from 34% to 40%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to teachers are not utilizing the components of the Gradual Release of Responsibility model appropriately and the pacing of the framework lacks urgency.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to science teachers need to better understand the process of disaggregation of science data to plan DI activities for students based on proficiency by benchmark.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to the lacked the rigor required to develop students' scientific thinking skills, and there was limited evidence of meaningful lab reports with corrective feedback.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to science teachers are not utilizing the interactive journals on a daily basis with fidelity.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to science teachers are not utilizing higher order thinking questions and accountable talk on a daily basis.
- The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to the limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data

Person or Persons Responsible

Administrators and coach

Target Dates or Schedule:

August through June

Evidence of Completion:

Cumulative assessment data reports

G11. Our goal for the 2013 -2014 school year is to provide STEM experiences through related subject matter courses and extracurricular activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- School does not offer STEM course.

Plan to Monitor Progress Toward the Goal

Through walkthroughs and observation of activities the administrators will monitor integration of STEM strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

August through June

Evidence of Completion:

Lesson plans and/or activity calendar

G12. Our goal for the 2013 -2014 school year is to Increase the number of CTE industry certification exams from 0 to 75.

Targets Supported

- CTE

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- All students in the Middle School Acceleration component were not enrolled in a CTE course.

Plan to Monitor Progress Toward the Goal

Data collected will be used for proper placement.

Person or Persons Responsible

Administrator

Target Dates or Schedule:

August through June

Evidence of Completion:

Class rosters.

G13. Our goal for the 2013-2014 school year is to decrease the percentage of attendance of students who miss 10 or more of instructional days from 14% to 13%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- The area of of need is too many absences that are not due to illness but rather appointments, travel, etc.

Plan to Monitor Progress Toward the Goal

Data showing a decrease or increase in students with excessive absences.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Attendance bulletins, student case management referrals and attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Algebra 1 EOC assessment from 54% to 60%.

G1.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Algebra 1 EOC assessment was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

G1.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts. Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product. Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Teacher will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Facilitator:

Mathematics coach

Participants:

Algebra 1 teacher

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

Through common planning and classroom walkthroughs the Mathematics coach will monitor implementation of Algebra 1 strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G1.B1.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G2. Our goal for the 2013 -2014 school year is to increase Reading proficiency on FCAT 2.0 from 46% to 57%.

G2.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.

G2.B1.S1 Reading coach will provide active coaching in the instruction of the standards and how to scaffold instruction to increase rigor to the highest complexity of the benchmark.

Action Step 1

Teachers will self- monitor implementation of strategies and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom Walkthroughs the reading coach will monitor implementation of reading strategies.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G2.B1.S1

Administrator will conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs

G2.B2 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to Reading teachers need to better understand the process of disaggregation of reading data to plan DI activities for students based on proficiency by FAIR profile (Boxing students).

G2.B2.S1 Reading coach will provide support to ensure that teachers disaggregate FAIR data, explore its implications, and apply that knowledge by creating and using DI activities based on FAIR.

Action Step 1

Teachers will self-monitor implementation of strategies and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategies.

Person or Persons Responsible

Reading coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G2.B2.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G2.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of active learning.

G2.B3.S1 Reading coach will provide professional development as well as active coaching on active learning, reading strategies to improve student engagement and student ownership of the learning process through text-based reflective writing

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategy.

Person or Persons Responsible

Reading coaches

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G2.B3.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G2.B4 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of effective use of instructional time to maximize student learning.

G2.B4.S1 Reading coach will provide professional development and active coaching in the use of an instructional framework in literacy classrooms.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategy.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G2.B4.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G2.B5 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited of graded work with corrective feedback and student authentic work.

G2.B5.S1 Provide professional development and opportunities in common planning to create rubrics, examine student work and analyze explicit corrective feedback.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategy.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G2.B5.S1

Administrators will conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrators will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G2.B6 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited Language Arts/Reading teachers are not utilizing the Gradual Release of Responsibility Model appropriately (e.g., I do, We do, You do).

G2.B6.S1 Reading coach will provide support to ensure that teachers effectively plan for and utilize the Gradual Release of Responsibility Model.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategy.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G2.B6.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G3. Our goal for the 2013 -2014 school year is to increase Reading proficiency on FAA from 27% to 30%.

G3.B1 The area of deficiency for students scoring at level 4, 5, and 6 on FAA was Reading Comprehension.

G3.B1.S1 Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the program specialist will monitor implementation of reading strategy.

Person or Persons Responsible

Program Specialist

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans.

Plan to Monitor Effectiveness of G3.B1.S1

Program specialist will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrators will meet with the program specialist.

G4. Our goal for the 2013 -2014 school year is to increase overall CELLA proficiency (listening/speaking from 53% to 58%, reading from 23% to 31%, writing from 23% to 31%).

G4.B1 The area of deficiency for English Language Learners scoring proficient in Listening/Speaking on CELLA was Developmental Language Arts classes need to focus on development IFC's.

G4.B1.S1 Reading coach will provide professional development on the four components of the CELLA and how to develop IFC's that address them effectively.

Action Step 1

Teachers will self-monitor implementation of strategies and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of strategy.

Person or Persons Responsible

Reading coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G4.B1.S1

Administrators will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrators will meet biweekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G4.B2 The area of deficiency for English Language Learners scoring proficient in Reading on CELLA was Developmental Language Arts classes need to focus on the Differentiated instruction as a teaching philosophy based on the premise that teachers should adapt instruction to student differences.

G4.B2.S1 Reading coach will model for teachers how to modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategy.

Person or Persons Responsible

Reading coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G4.B2.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrators will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G4.B3 The area of deficiency for English Language Learners scoring proficient in Writing on CELLA administration was limited evidence of the writing process in classrooms.

G4.B3.S1 Provide professional development and active coaching in the effective use of the writing strategies.

Action Step 1

Provide professional development and active coaching in the effective use of the writing strategies.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Our goal for the 2013 -2014 school year is to increase Writing proficiency from 49% to 54%.

G5.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of corrective feedback on student essays as well as limited evidence of the use of rubrics.

G5.B1.S1 Teachers will provide written corrective feedback on essays using rubrics to provide students opportunities to improve.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Facilitator:

Reading Coach

Participants:

All Language Arts teachers

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of writing strategy.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G5.B1.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G5.B2 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of the writing process in classrooms.

G5.B2.S1 Provide professional development and active coaching in the effective use of the writing strategies.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of writing strategy.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G5.B2.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G5.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of the use of writing portfolios in support of providing students with multiple writing opportunities.

G5.B3.S1 School-wide writing opportunities will be scheduled quarterly in both persuasive and expository styles (to include analytical, narrative and argumentative writing samples). This will allow students to complete the writing process (from drafting to publication) between each assessment in order to select from an array of writing samples.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of writing strategy.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G5.B3.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G6. Our goal for the 2013 -2014 school year is to increase Mathematics proficiency on FAA from 38% to 49%.

G6.B1 The area of deficiency for students grades 6-8 scoring at or above Achievement Level 4 on FAA was Number and Operations.

G6.B1.S1 Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of reading strategy.

Person or Persons Responsible

Program Specialist

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans.

Plan to Monitor Effectiveness of G6.B1.S1

Program specialist will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrators will meet with the program specialist.

G6.B1.S2 Students must have continuous review/practice when learning math concepts.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans

Person or Persons Responsible

Teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the program specialist will monitor implementation of reading strategy.

Person or Persons Responsible

Program Specialist

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans.

Plan to Monitor Effectiveness of G6.B1.S2

Program specialist will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrators will meet with the program specialist.

G7. Our goal for the 2013-2014 school year is to increase Mathematics proficiency from 38% to 51%.

G7.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of real world application problems in daily classroom instruction and home learning activities.

G7.B1.S1 Math coach will provide professional development in selection and infusion of real-world application problems for daily use.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Facilitator:

Mathematics coach

Participants:

All Mathematics teachers

Action Step 2

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of Mathematics strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G7.B1.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G7.B2 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.

G7.B2.S1 Teachers and math coach will meet regularly for common planning to review IFC's and develop effective lesson plans. Need for backwards planning and identify the target consistency throughout the year.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the reading coach will monitor implementation of Mathematics strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G7.B2.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G7.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of Math teachers to better understand the process of disaggregation of math data to plan DI activities for students, based on proficiency by benchmark. As well as identify a secondary benchmark focus for whole group instruction.

G7.B3.S1 Math coach and CSS will provide support to ensure that teachers disaggregate data, explore its implications, and apply that knowledge by creating and using DI activities. Utilize common planning time to disaggregate data after every assessment (interim and topic), establish a secondary benchmark focus IFC and adjust as needed.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of Mathematics strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G7.B3.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G7.B4 There is a need to increase writing (e.g., journal) and the utilization of probing questions and higher order questioning strategies during the delivery of instruction to engage students in critical thinking.

G7.B4.S1 Math coach will review the design and purpose of the interactive journal, and teachers in all grades will incorporate the interactive journals into daily instruction.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of Mathematics strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G7.B4.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G7.B5 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of active learning that provide opportunities for students to participate in student mathematical discourse (writing to explain their thought process)

G7.B5.S1 Math coach will provide professional development on rigor and active learning math strategies to improve student engagement and student ownership of the learning process

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of Mathematics strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G7.B5.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G7.B6 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of Math teachers are not utilizing the Gradual Release of Responsibility Model appropriately and are not utilizing the instructional period to maximize instruction.

G7.B6.S1 Math coach and CSS will provide support to ensure that teachers effectively plan for and effectively utilize the Gradual Release Model. Teacher will spend the majority of classroom instruction on the “WE DO” portion of the lesson where students can take charge of their own learning and apply critical thinking skills. Training will be revisited, as well as implementation of a plan to have teachers observe other teachers using a lesson study format.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G7.B6.S1

Through common planning and classroom walkthroughs the reading coach will monitor implementation of Mathematics strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G7.B6.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G8. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Middle School Acceleration course, Algebra 1 EOC assessment from 54% to 60%.

G8.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Middle School Acceleration course (Algebra 1 EOC assessment) was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

G8.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts. Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product. Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Teacher will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Facilitator:

Mathematics coach

Participants:

Algebra 1 teacher

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

Through common planning and classroom walkthroughs the Mathematics coach will monitor implementation of Algebra 1 strategy.

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G8.B1.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G9. Our goal for the 2013 -2014 school year is to increase students in grade 7 scoring at Achievement Level 3 on Civics EOC assessment from % to %.

G9.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was limited evidence of active learning.

G9.B1.S1 Reading coach will provide professional development as well as active coaching on active learning strategies to improve student engagement and student ownership of the learning process through the use of journals.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs an administrator will monitor implementation of Social Studies strategy.

Person or Persons Responsible

Administrator

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G9.B1.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G9.B2 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was no evidence of grade-specific IFC's to drive teaching and learning.

G9.B2.S1 The reading coach and department chair will provide active coaching to support teachers in developing grade-level IFC's that include primary and secondary benchmarks and related instructional activities. Teachers will utilize these IFC's to create lesson plans that are aligned to the standards.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs an administrator will monitor implementation of Social Studies strategy.

Person or Persons Responsible

Administrator

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G9.B2.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G9.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was the need for reading coach will provide active coaching in the instruction of the standards, scaffold instruction to increase rigor to the highest complexity of the benchmark.

G9.B3.S1 Reading coach will meet with teachers regularly during common planning to share best practices and review IFC's to develop effective lesson plans.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs an administrator will monitor implementation of Social Studies strategy.

Person or Persons Responsible

Administrator

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G9.B3.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G9.B4 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 7th grade students scoring at or above Achievement Level 3 on Civics EOC assessment was limited evidence of differentiated instruction implantation in Social studies classes.

G9.B4.S1 Reading coach will provide support to ensure that teachers disaggregate interim assessment data, explore the implications, and apply that knowledge by creating appropriate DI activities.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs an administrator will monitor implementation of Social Studies strategy.

Person or Persons Responsible

Administrator

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G9.B4.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G10. Our goal for the 2013 -2014 school year is to increase Science proficiency on FCAT 2.0 from 34% to 40%.

G10.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to teachers are not utilizing the components of the Gradual Release of Responsibility model appropriately and the pacing of the framework lacks urgency.

G10.B1.S1 Plan and execute explicit lessons with all the components of the Gradual Release Model of Responsibility.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Facilitator:

Science coach

Participants:

All science teachers

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

Through common planning and classroom walkthroughs the science coach will monitor implementation of Science strategy.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G10.B1.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G10.B2 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to science teachers need to better understand the process of disaggregation of science data to plan DI activities for students based on proficiency by benchmark.

G10.B2.S1 Effective use of data to plan daily lessons with differentiated instruction.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the science coach will monitor implementation of Science strategy.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G10.B2.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G10.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to the lacked the rigor required to develop students' scientific thinking skills, and there was limited evidence of meaningful lab reports with corrective feedback.

G10.B3.S1 Modify Essential Labs to be more inquiry-based and less procedural in nature. Implement the Claim-Evidence-Reasoning strategy as the Essential lab conclusion.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

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

Through common planning and classroom walkthroughs the science coach will monitor implementation of Science strategy.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G10.B3.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G10.B4 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to science teachers are not utilizing the interactive journals on a daily basis with fidelity.

G10.B4.S1 Science coach will actively coach teachers on the design and purpose of the interactive journal, specifically the left side (application of the concept introduced/learned).

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Through common planning and classroom walkthroughs the science coach will monitor implementation of Science strategy.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G10.B4.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G10.B5 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to science teachers are not utilizing higher order thinking questions and accountable talk on a daily basis.

G10.B5.S1 Increase utilization of probing questions and higher order questioning strategies during the delivery of instruction to engage students in critical thinking.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Through common planning and classroom walkthroughs the science coach will monitor implementation of Science strategy.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G10.B5.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G10.B6 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to the limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.

G10.B6.S1 improve the use of the item specs to plan and deliver lessons.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Plan to Monitor Fidelity of Implementation of G10.B6.S1

Through common planning and classroom walkthroughs the science coach will monitor implementation of Science strategy.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August through June

Evidence of Completion

Weekly coaching logs

Plan to Monitor Effectiveness of G10.B6.S1

Administrator will conduct classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Administrator will meet weekly with the coach to discuss coaching logs and result of classroom walkthroughs.

G11. Our goal for the 2013 -2014 school year is to provide STEM experiences through related subject matter courses and extracurricular activities.

G11.B1 School does not offer STEM course.

G11.B1.S1 Incorporate STEM activities in CTE and science courses.

Action Step 1

Students will be afforded the opportunity to participate in STEM activities: such as, bridge building, science and technology fair, etc.

Person or Persons Responsible

CTE and science teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student projects

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

Through walkthroughs and observation of activities the science coach will monitor integration of STEM strategy.

Person or Persons Responsible

Science coach

Target Dates or Schedule

August through June

Evidence of Completion

Lesson plans and/or activity calendars

Plan to Monitor Effectiveness of G11.B1.S1

Through walkthroughs and observation of activities the administrators will monitor integration of STEM strategy.

Person or Persons Responsible

Administrator

Target Dates or Schedule

August through june

Evidence of Completion

Lesson plans and/or activity calendars.

G12. Our goal for the 2013 -2014 school year is to Increase the number of CTE industry certification exams from 0 to 75.

G12.B1 All students in the Middle School Acceleration component were not enrolled in a CTE course.

G12.B1.S1 Counselors will ensure that all eligible students are enrolled in a CTE course in addition to Algebra 1.

Action Step 1

Review student schedule to ensure proper placement.

Person or Persons Responsible

Counselor

Target Dates or Schedule

August through June

Evidence of Completion

Student schedule and master schedule.

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

Review of students schedules.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August through June

Evidence of Completion

Counseling logs

Plan to Monitor Effectiveness of G12.B1.S1

Class list rosters.

Person or Persons Responsible

Counselors

Target Dates or Schedule

August through June

Evidence of Completion

Proper placement of students.

G13. Our goal for the 2013-2014 school year is to decrease the percentage of attendance of students who miss 10 or more of instructional days from 14% to 13%.

G13.B1 The area of of need is too many absences that are not due to illness but rather appointments, travel, etc.

G13.B1.S1 Daily phone calls by office staff to parents of absent students.

Action Step 1

Office staff will make daily calls to absent students' parents to determine cause of absence.

Person or Persons Responsible

Office staff

Target Dates or Schedule

On a daily basis

Evidence of Completion

Attendance bulletin

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Check bulletin log and phone call log

Person or Persons Responsible

Administration, counselors

Target Dates or Schedule

weekly

Evidence of Completion

Absent bulletin and student case management referrals

Plan to Monitor Effectiveness of G13.B1.S1

Monitor students who have accumulated excessive absences.

Person or Persons Responsible

Administration, counselors

Target Dates or Schedule

Weekly

Evidence of Completion

Absent bulletin, student case management referrals and attendance reports

Coordination and Integration

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

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

Title I, Part A

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. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title ICHES; 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

Hialeah Middle School provides services and support to migrant students and parents on an as-needed basis. 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, and Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District Drop-out Prevention programs, as needed.

Title II

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

- training for teachers in special subject areas such as Reading, Gifted, ESOL,
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing but not limited to on Professional Learning Community (PLC) development and facilitation, as well as

Lesson

Study Group implementation and protocols.

Title III

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

programs (K-12) and reading and supplementary instructional materials (K-12). These services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved School Board Policy 5111.01 titled, Homeless Students. This Board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and taskforces as it relates to homeless children and youth. Hialeah Middle has a school-based homeless coordinator trained on the McKinney-Vento Law to ensure that appropriate services are provided to homeless students. Supplemental Academic Instruction (SAI) Hialeah Middle receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Hialeah Middle incorporates violence prevention programs into grade-level assemblies, classroom presentations, and the daily work of counselors and administrators.

Nutrition Programs

Hialeah Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education classes at Hialeah Middle School. The School Food Service Program includes school breakfast, school lunch, and after care snacks, and it follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education

Hialeah Middle School offers CTE courses, such as Computer Applications and Graphics Technology, to students in all three grade levels. By promoting Career Pathways and Programs of Study we provide the means for its students to become aware of academy programs at our feeder high school as well as nearby magnet schools and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete postsecondary degrees.

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. Hialeah Middle School is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a fulltime 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. HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HClOS enhances the health education activities provided by the schools and by the health department. HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school healthcare program.

Miami Lighthouse / Heiken Children's Vision Program Hialeah Middle School coordinates annually with the Heiken Children's Vision Program, which provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Algebra 1 EOC assessment from 54% to 60%.

G1.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Algebra 1 EOC assessment was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

G1.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts. Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product. Use Venn diagrams to explore and make arguments about relationships among sets.

PD Opportunity 1

Teacher will self-monitor implementation of strategy and make notations in lesson plans.

Facilitator

Mathematics coach

Participants

Algebra 1 teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

G5. Our goal for the 2013 -2014 school year is to increase Writing proficiency from 49% to 54%.

G5.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of corrective feedback on student essays as well as limited evidence of the use of rubrics.

G5.B1.S1 Teachers will provide written corrective feedback on essays using rubrics to provide students opportunities to improve.

PD Opportunity 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Facilitator

Reading Coach

Participants

All Language Arts teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

G7. Our goal for the 2013-2014 school year is to increase Mathematics proficiency from 38% to 51%.

G7.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of real world application problems in daily classroom instruction and home learning activities.

G7.B1.S1 Math coach will provide professional development in selection and infusion of real-world application problems for daily use.

PD Opportunity 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Facilitator

Mathematics coach

Participants

All Mathematics teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

G8. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Middle School Acceleration course, Algebra 1 EOC assessment from 54% to 60%.

G8.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Middle School Acceleration course (Algebra 1 EOC assessment) was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

G8.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts. Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product. Use Venn diagrams to explore and make arguments about relationships among sets.

PD Opportunity 1

Teacher will self-monitor implementation of strategy and make notations in lesson plans.

Facilitator

Mathematics coach

Participants

Algebra 1 teacher

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

G10. Our goal for the 2013 -2014 school year is to increase Science proficiency on FCAT 2.0 from 34% to 40%.

G10.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to teachers are not utilizing the components of the Gradual Release of Responsibility model appropriately and the pacing of the framework lacks urgency.

G10.B1.S1 Plan and execute explicit lessons with all the components of the Gradual Release Model of Responsibility.

PD Opportunity 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Facilitator

Science coach

Participants

All science teachers

Target Dates or Schedule

August through June

Evidence of Completion

Student work folders and lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Our goal for the 2013 -2014 school year is to increase Reading proficiency on FCAT 2.0 from 46% to 57%.	\$1,000
G5.	Our goal for the 2013 -2014 school year is to increase Writing proficiency from 49% to 54%.	\$1,500
G7.	Our goal for the 2013-2014 school year is to increase Mathematics proficiency from 38% to 51%.	\$500
G8.	Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Middle School Acceleration course, Algebra 1 EOC assessment from 54% to 60%.	\$1,500
G10.	Our goal for the 2013 -2014 school year is to increase Science proficiency on FCAT 2.0 from 34% to 40%.	\$2,000
Total		\$6,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Personnel	Total
EESAC	\$2,000	\$0	\$0	\$2,000
School based budget	\$0	\$1,500	\$0	\$1,500
Mathematics interventionist,	\$0	\$0	\$0	\$0
Before and after school algebra 1 tutoring	\$0	\$0	\$1,500	\$1,500
Saturday tutoring for science	\$0	\$0	\$1,500	\$1,500
Total	\$2,000	\$1,500	\$3,000	\$6,500

Budget Details

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

G2. Our goal for the 2013 -2014 school year is to increase Reading proficiency on FCAT 2.0 from 46% to 57%.

G2.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.

G2.B1.S1 Reading coach will provide active coaching in the instruction of the standards and how to scaffold instruction to increase rigor to the highest complexity of the benchmark.

Action Step 1

Teachers will self- monitor implementation of strategies and make notations in lesson plans.

Resource Type

Other

Resource

Incentives and rewards for students scoring proficient or great improvement on the interim assessments.

Funding Source

EESAC

Amount Needed

\$500

G2.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3 on FCAT 2.0 assessment was Reporting Category 2: Reading Application due to limited evidence of active learning.

G2.B3.S1 Reading coach will provide professional development as well as active coaching on active learning, reading strategies to improve student engagement and student ownership of the learning process through text-based reflective writing

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Other

Resource

Incentives and rewards for students scoring proficient or great improvement on the interim assessments.

Funding Source

EESAC

Amount Needed

\$500

G5. Our goal for the 2013 -2014 school year is to increase Writing proficiency from 49% to 54%.

G5.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above level 3.5 as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the limited evidence of corrective feedback on student essays as well as limited evidence of the use of rubrics.

G5.B1.S1 Teachers will provide written corrective feedback on essays using rubrics to provide students opportunities to improve.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Evidence-Based Program

Resource

After school Writing workshops

Funding Source

School based budget

Amount Needed

\$1,500

G7. Our goal for the 2013-2014 school year is to increase Mathematics proficiency from 38% to 51%.

G7.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of real world application problems in daily classroom instruction and home learning activities.

G7.B1.S1 Math coach will provide professional development in selection and infusion of real-world application problems for daily use.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Personnel

Resource

ETO

Funding Source

Mathematics interventionist,

Amount Needed

G7.B3 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on FCAT 2.0 assessments was Reporting Fractions, Ratios/Proportional Relationship due to the limited evidence of Math teachers to better understand the process of disaggregation of math data to plan DI activities for students, based on proficiency by benchmark. As well as identify a secondary benchmark focus for whole group instruction.

G7.B3.S1 Math coach and CSS will provide support to ensure that teachers disaggregate data, explore its implications, and apply that knowledge by creating and using DI activities. Utilize common planning time to disaggregate data after every assessment (interim and topic), establish a secondary benchmark focus IFC and adjust as needed.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Other

Resource

Incentives and rewards for students scoring proficient or great improvement on the interim assessments.

Funding Source

EESAC

Amount Needed

\$500

G8. Our goal for the 2013 -2014 school year is to increase students in grade 8 scoring at Achievement Level 3 on Middle School Acceleration course, Algebra 1 EOC assessment from 54% to 60%.

G8.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students scoring at or above Achievement Level 3 on Middle School Acceleration course (Algebra 1 EOC assessment) was Reporting Polynomials due to the limited opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

G8.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts. Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product. Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Teacher will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Personnel

Resource

School based budget

Funding Source

Before and after school algebra 1 tutoring

Amount Needed

\$1,500

G10. Our goal for the 2013 -2014 school year is to increase Science proficiency on FCAT 2.0 from 34% to 40%.

G10.B1 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to teachers are not utilizing the components of the Gradual Release of Responsibility model appropriately and the pacing of the framework lacks urgency.

G10.B1.S1 Plan and execute explicit lessons with all the components of the Gradual Release Model of Responsibility.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Personnel

Resource

School based budget

Funding Source

Saturday tutoring for science

Amount Needed

\$1,500

G10.B6 The area of deficiency for Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged 8th grade students scoring at or above Achievement Level 3 on FCAT 2.0 assessment was Physical Science due to the limited evidence of alignment of instruction to the assessed standards, specifically to the Content Limits of the Item Specs.

G10.B6.S1 improve the use of the item specs to plan and deliver lessons.

Action Step 1

Teachers will self-monitor implementation of strategy and make notations in lesson plans.

Resource Type

Other

Resource

Incentives and rewards for students scoring proficient or great improvement on the interim assessments.

Funding Source

EESAC

Amount Needed

\$500