2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy Charter Middle
7901 NW 103RD ST
Hialeah Gardens, FL 33016
305-828-1886
http://materacademyhigh.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	83%

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

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Mater Academy Charter Middle

Principal
Judith Marty

School Advisory Council chair
Gabriela Matos

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

Name	Title
Elaine Clemente	Assistant Principal
Trishia Castillo	Assistant Principal
Yolanda Alonso	Language Arts Department Chair
Maria Montero	Math Department Chair
Elizabeth Kemper	Science Department Chair
Idelsy LLanes	Social Studies Department Chair
Blanca Marrero	ESOL/Department Chair/Reading Coach
Maria Alvarez	Practical Arts Department Chair
Milly Fonteriz	Performing Arts Department Chair
Corey Stephens	Physical Education Department Chair
Carmen Portela	Foreign Language Department Chair
Jessica Stewart	Test Chairperson
Adalyn Saladrigas	Program Specialist
Fiorella Dongo	Activities Director
Luis Sanchez	Athletic Director

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal: 1
Assistant Principal: 1
Teachers: 4
Alternate Teacher: 1
Educational Support Employee: 1
Alternate Educational Support Employee: 1
Parents: 5
Alternate Parent: 1
Students: 3
Alternate Student: 1
BCR: 2
BOD: 2

Involvement of the SAC in the development of the SIP

School Advisory Council has an important function in the success of Mater Academy Middle Charter School. Listed below are some of
the functions for the SAC:
1. Assist in the development and monitor the implementation of the School Improvement Plan.
2. Reach out to the community to obtain more partners.
3. Sponsor drives to increase parent involvement.
4. Assist the school to create and analyze school climate surveys for parents and students

Activities of the SAC for the upcoming school year

1. Finalize, monitor and approve the School Improvement Plan .
2. Revise and edit changes to the School Improvement Plan based on data.
3. Reach out to community to obtain more partners.
4. Plan school-wide events.
5. Plan fund raising activities to enhance internal accounts.

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

Educational Field Trips $1,000.00
Informational Brochures for parents and students $2,500.00
Incentives for students $3,000.00

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:

Judith Marty		
Principal	Years as Administrator: 38	Years at Current School: 12

Credentials	BA – Elementary Educ., Newark State College Master of Science – Educ., University of Miami Educational Specialist – Educational Leadership, University of Miami Certification – Elementary Educ. (1-6) Educational Leadership (All Levels), State of Florida
Performance Record	2013 – I Rdg. Proficiency, 72% Math Proficiency, 70% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO 73%__ Math AMO–76% 2012 – Rdg. Proficiency,68% % Math Proficiency, 76% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 83points Rdg. Imp. of Lowest 25% - 66points Math Imp. of Lowest 25% - 82points 2011 Rdg. Proficiency, 75% Math Proficiency, 80% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 76points Math Imp. of Lowest 25% - 72points 2010 Rdg. Proficiency, 75% Math Proficiency, 77% Rdg. Lrg. Gains, 68% points

Math Lrg. Gains,69% points
Rdg. Imp. of Lowest 25% - 67% points
Math Imp. of Lowest 25% - 70%points
2009
Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 72% points
Math Imp. of Lowest 25% - 72% points

Elaine Clemente		
Asst Principal	Years as Administrator: 3	Years at Current School: 11
Credentials	BS – Elementary Educ., Florida International Univ. Master of Science – Educational Leadership, NOVA Southeastern Univ. Certification – Elementary Educ. (1-6) ESOL Endorsement English (5-9) Educational Leadership (All Levels), State of FL	
Performance Record	2013 – I Rdg. Proficiency, 72% Math Proficiency, 70% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO 73%__ Math AMO–76% 2012 – Rdg. Proficiency,68% % Math Proficiency, 76% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 83points Rdg. Imp. of Lowest 25% - 66points Math Imp. of Lowest 25% - 82points 2011 Rdg. Proficiency, 75% Math Proficiency, 80% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 76points Math Imp. of Lowest 25% - 72points 2010 Rdg. Proficiency, 75% Math Proficiency, 77%	

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Math Imp. of Lowest 25% - 70%points
2009
Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 72% points
Math Imp. of Lowest 25% - 72% points

Trishia Castillo		
Asst Principal	Years as Administrator: 0	Years at Current School: 12

Credentials	BS-Hospitality Management, Florida International University, Master of Science- Education, University of West Alabama Certification- Educational Leadership, University of Phoenix Certification: Business 6-12; Guidance and Counseling k-12; Educational Leadership (All Levels)
Performance Record	2013 – I Rdg. Proficiency, 72% Math Proficiency, 70% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO 73%__ Math AMO–76% 2012 – Rdg. Proficiency,68% % Math Proficiency, 76% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 83points Rdg. Imp. of Lowest 25% - 66points Math Imp. of Lowest 25% - 82points 2011 Rdg. Proficiency, 75% Math Proficiency, 80% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 76points Math Imp. of Lowest 25% - 72points 2010 Rdg. Proficiency, 75% Math Proficiency, 77% Rdg. Lrg. Gains, 68% points Math Lrg. Gains,69% points Rdg. Imp. of Lowest 25% - 67% points Math Imp. of Lowest 25% - 70%points 2009 Rdg. Proficiency, 71% Math Proficiency, 68% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 72% points Math Imp. of Lowest 25% - 72% points

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Blanca Marrero		
Part-time / School-based	Years as Coach: 4	Years at Current School: 4

Areas	Reading/Literacy, RtI/MTSS
Credentials	BS – TESOL, Jose Marti Teaching College M.S. – TESOL, Jose Marti Teaching College EDS- Reading, University of Miami Certification- National Board for Professional Teaching Standards: English as a New Language; Reading K-12; English 6-12; ESE K-12; Spanish K-12; and Elementary K-6
Performance Record	2013 – I Rdg. Proficiency, 72% Math Proficiency, 70% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO 73%__ Math AMO–76% 2012 – Rdg. Proficiency,68% % Math Proficiency, 76% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 83points Rdg. Imp. of Lowest 25% - 66points Math Imp. of Lowest 25% - 82points 2011 Rdg. Proficiency, 75% Math Proficiency, 80% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 76points Math Imp. of Lowest 25% - 72points 2010 Rdg. Proficiency, 75%

Math Proficiency, 77%
Rdg. Lrg. Gains, 68% points
Math Lrg. Gains,69% points
Rdg. Imp. of Lowest 25% - 67% points
Math Imp. of Lowest 25% - 70%points
2009
Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 72% points
Math Imp. of Lowest 25% - 72% points

Classroom Teachers

# of classroom teachers
60

 # receiving effective rating or higher
42, 70%

 # Highly Qualified Teachers
88%

 # certified in-field
53, 88%

 # ESOL endorsed
12, 20%

 # reading endorsed
2, 3%

 # with advanced degrees
15, 25%

 # National Board Certified
0, 0%

 # first-year teachers
8, 13%

 # with 1-5 years of experience
23, 38%

 # with 6-14 years of experience
21, 35%

 # with 15 or more years of experience
8, 13%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

Mater Charter Middle School establishes and implements processes to recruit, employ, retain, mentor, and develop, and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:
RECRUITMENT PROCESS
• Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
• Partners with local universities to attract qualified graduates and participates in their job fairs;
• Provides the opportunity to apply on-line at the school's website: www.matermiddlehigh.org
• Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
• Advertises on local web-based newspapers;
• Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators;
• Recruits international teachers through Education Partner International LLC; and
• Actively hosts job fairs at select Mater school locations
EMPLOYMENT PROCESS
• Resumes are reviewed and applicants are prequalified according to job description, state certification, federal guidelines and other criteria;
• Candidates are contacted for an initial interview;
• The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);
• On successful completion of an initial interview, select candidates meet with the principal for a second interview;
• Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and
• The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.
RETAINMENT PROCESS
• Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;
• Offers paid life insurance and disability plan;
• Provides teachers the ability to receive and accrue sick days;
• Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.
• Rewards Instructional personnel and administrators Merit Award Pay (MAP) following Florida

Department of Education guidelines;
• Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";
• Encourages optional professional development opportunities; and
• Conducts walkthroughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.
MENTORING PROCESS
• Beginning/New Teacher Orientation is held before the commencement of each school year; beginning teachers, teachers new to the school, and those in need of improvement are assigned mentors. These individuals assist with their acculturation to the school's mores and are accessible to aid with any school related or other issues.
• All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.
DEVELOPMENT OF STAFF
• Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a timeframe in which it can occur. These IPDPs are then reviewed by an administrator, and therein an opportunity exists for additional recommendations to be made as well as there is an opportunity to discuss and commit to said plan; and
• Observation of new and challenged teachers by veteran teachers may be conducted and support strategies will be implemented as applicable;
• Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
• Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;
• Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
• Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;
• Team meetings may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs;
EVALUATION OF FACULTY
• The administrative team will each conduct a minimum of 15 walkthroughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
• Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.
Staffing responsibilities lie with administration.

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

Mentee Name: Elise Pisano, 6th Grade Reading
Mentor Name: Blanca Marrero
Rationale for Pairing: Ms. Marrero has been a teacher for the past15 years, and is the Reading coach

and ESOL Department Chair. Ms. Marrero has several planning periods and can easily make herself available to Ms. Pisano for assistance.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

---Mentee Name: Ricardo Aguila, 6th Grade Math

Mentor Name: Larissa Perez

Rational for Pairing: Ms. Perez has been a teacher for the past 9 years. She is also a 6th grade math teacher and a National SpringBoard trainer.

Planned Mentoring Activities:

Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

------------Mentee Name: Mariela Vasconcelos 7th grade Math

Mentor Name: Ileana Lecusay

Rational for Pairing: Ms. Lecusay has been a teacher for the past 8 years She is also a 7th grade math teacher and a National SpringBoard trainer.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

----Mentee Name: Jazzlyn Green, Civics Teacher

Mentor Name: Raul Amador

Rational for Pairing: Mr. Amador has been a teacher for over 20 years. He also teaches Civics and his classroom is adjacent to Ms. Green's.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

----Mentee Name: Maria Puentes, 6th and 8th Grade Sopcial Studies teacher

Mentor Name: Idelsy Llanes

Rational for Pairing: Ms. LLanes has been a Social Studies and Department Chair teacher for the past 7 years. Ms. LLanes has 2 planning periods where she can offer assistance and mentor the teacher.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments

and suggestions to assist the beginning teacher.
Mentee Name: Antonio Melian, 8th Grade Career and Research
Mentor Name: Maria Alvarez
Rational for Pairing: Ms. Alvarez has been a teacher for over 30 years and is the Practical Arts
Department Chair. She is extremely organized and has excellent classroom management.
Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that
takes place a week before school starts. The mentee and mentor will meet a minimum of once a
week and the mentor is responsible for keeping a log of those meetings. The mentee will be
responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component
is due each month to an Assistant Principal who will review the portfolio monthly and make comments
and suggestions to assist the beginning teacher.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors
academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program
evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive
response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising
goals or providing enrichment respectively.
6. Gathering and analyze data at all Tiers to determine professional development for faculty as indicated
by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2
intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using
the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to
and in alignment with effective core instruction and behavioral supports to groups of targeted students
who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur
regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year
and describes the school's plan to meet those goals. The specific supports and actions needed
implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1
worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry
out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are
translated into progress monitoring (3 times per year) and ongoing progress monitoring measures
(approximately once per month) that can reliably track progress on a schedule based on student need
across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting
proficiency.

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

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

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

Tier 1(Leadership Team)

Administrators: Ensure commitment and allocate resources, provide a common vision for the use of data-based decision-making, conduct assessments of RtI skills of school staff via classroom walkthroughs, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Department Chairs: (Language Arts, English Language Learners (ELL), Mathematics, Science, Electives, and Physical Education): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities. Engages in classroom observations to assure implementation of the school improvement efforts.

SPED Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations. Test Chairperson: Provides data to the RtI based on state, district and school-wide based assessments. Media Specialist: Provides assistance to teachers and students in obtaining media and library resources, develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention specially in the area of research, and endorses cross-curricular activities related to reading..

Instructional Coach(es) Reading and Mathematics: : Provides guidance on K-12 Comprehensive Research-based Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Data Specialist: Brokers technology necessary to manage and display data; provides professional and technical support to the RtI Team regarding data analysis, management and display,

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

• Administrator will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

• School reading, math, science, and behavior specialists (Yolanda Alonso; Maria Mitrani; Elizabeth Kemper, and Gilbert Lora)

• Special education personnel (Adalyn Saladrigas)

• School guidance counselor (Trishia Castillo)

• School psychologist (Jorge Garcia)
• Member of advisory group, community stakeholders, parents: (Gabriela Matos)
• In addition to Tier 1 problem solving, the Leadership Team members will meet bi-weekly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The Administrator, Reading Coach, Counselor, and classroom teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Administrator, Reading Coach, Special Education Specialist, the School Counselor, the School Psychologist, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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

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

1. Baseline, Interim Assessment and Fair Data will be used to guide instructional decisions and system procedures for all students to :
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions.
2. Managed data will include:
Academic
• FAIR Assessment
• Baseline Assessments in Reading, Mathematics, Writing, and Science
• State/District Math and Science Assessments
• FCAT
• Student Grades
• School site specific assessment
Behavior
a. progressive Discipline Plan followed
b. referrals
c. detentions/suspensions
d. team climate surveys
e. attendance reports

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

Professional Development will be provided during designated professional development days, during small sessions and faculty meetings. A school-wide PD session regarding the effective implementation of the RtI team will take place in August with a subsequent follow-up in October. To that end, the RtI will continuously evaluate staff PD during the bi-monthly meetings.

Professional development and support will include:
• Training for all administrators in the RtI problem solving, data analysis process;
• Providing support for school staff to understand basic RtI principles and procedures; and
• Providing a network of ongoing support for RtI organized through feeder patterns

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: 3,380

All students will benefit from the before and tutoring programs offered at Mater Academy Middle School. The before and after school tutoring program remediates all students not meeting high standards in Math , Reading, and Science.

Math teachers begin tutoring as early as 6:30 am to offer assistance to students needing remediation in mathematics. After school tutoring begins in early October and ends in April. This program is offered as a remediation tutoring in Reading, Math, and Science on Monday thorough Thursday for 90 minutes per day. .

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at the time. Instructional focus calendars are adjusted to meet the needs of the students.

Who is responsible for monitoring implementation of this strategy?

The RtI team is responsible for collecting and analyzing the data.

Strategy: Weekend Program
Minutes added to school year: 1,620

The Saturday Tutoring Program enriches all students that are above grade level through instruction in the core academic subjects. Saturday Tutoring offers Reading, Math, and/or Science to enrich students in preparation of FCAT and EOC testing.

Strategy Purpose(s)

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

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at the time. Instructional focus calendars are adjusted to meet the needs of the students.

Who is responsible for monitoring implementation of this strategy?

The RtI team is responsible for collecting and analyzing the data.

Literacy Leadership Team (LLT)

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

Name	Title
Judith Marty	Principal
Elaine Clemente	Assistant Principal
Trishia Castillo	Assistant Principal
Fiorella Dongo	Activities Director
Silvina Macho	Media Specialist
Yolanda Alonso	Language Arts Department Chair
Maria Montero	Math Department Chair
Elizabeth Kemper	Science Department Chair
Idelsy LLanes	Social Studies Department Chair
Maria Alvarez	Practical Arts Department Chair
Emilio Leonard	Teacher
Adalyn Saladrigas	Program Specialist

How the school-based LLT functions

The school-based LLT meets once a month during common planning time, usually, on the first B day of the second week of each month. Subcommittees are developed for each literacy initiative and roles are defined and assigned to match each member's strength under each subcommittee. The LLT functions as the schools' main source for developing and implementing school-wide literacy initiatives. It mainly

serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity. Through administrator Reading Walk-throughs and Data Talks, faculty and staff will engage in reflective dialogue to enhance the use of data as well as to ensure the use of research-based reading strategies. The LLT communicates school literacy functions and successes to all stakeholders through the Data Talks, the SIP, and the EESAC.

Major initiatives of the LLT

One of the major initiatives of the LLT will be to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC) based on the Next Generation Sunshine State Standards (NGSSS) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT will foster reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is also a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community by developing such activities as literacy week, a book fair with a parent night, and the initiation of a foreign language book club. Additionally, the Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

The Common Core Standards will be fully implemented this year across all subject areas. CCCS will be infused into History, Science and the technical subjects. Furthermore, the Instructional Focus Calendar will guide instruction in all content areas classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate strategies daily within lessons using graphic organizers and research-based technology programs. Administrative walkthroughs will monitor implementation of reading strategies. Benchmark and Interim Assessment data will be disaggregated during RtI meetings and Professional Learning Communities.

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

Mater Academy Charter Middle School offers various acceleration courses that lead to the attainment of high school credit in the middle school. Courses, such as Physical Science, Algebra 1, and Biology, help accelerate their coursework giving opportunity for students to obtain college credits during the high school years.

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 Mater Academy Student Services Department develops a yearly Curriculum Bulletin that provides students as well as parents with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies and tracks for students to choose from. School counselors conduct presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form. In addition, counselors review school

course plan to assure that students are enrolled in courses that align with the students' future career goals.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	73%	Yes	75%
American Indian		0%		
Asian		0%		
Black/African American	62%	42%	No	66%
Hispanic	73%	74%	Yes	75%
White	81%	83%	Yes	83%
English language learners	52%	43%	No	57%
Students with disabilities	42%	40%	No	48%
Economically disadvantaged	71%	74%	Yes	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	425	30%	32%
Students scoring at or above Achievement Level 4	603	42%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	44	44%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	36	36%	42%

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	285	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	80%
American Indian		0%		
Asian		0%		
Black/African American	64%	46%	No	68%
Hispanic	78%	78%	Yes	81%
White	75%	76%	Yes	78%
English language learners	68%	55%	No	72%
Students with disabilities	58%	54%	Yes	63%
Economically disadvantaged	77%	75%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	357	32%	34%
Students scoring at or above Achievement Level 4	424	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		83%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		1%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		1%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		4%
Students scoring at or above Achievement Level 4	44	96%	96%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	23%	27%
Students scoring at or above Achievement Level 4	40	15%	17%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	27%	27%
Students scoring at or above Achievement Level 4	136	70%	70%

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)	8		10
Participation in STEM-related experiences provided for students	250	17%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	30	20%	21%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	1%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	1%
Students taking CTE industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE industry certification exams		0%	1%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	67	5%	4%
Students who fail a mathematics course	88	6%	5%
Students who fail an English Language Arts course	39	3%	2%
Students who fail two or more courses in any subject	43	3%	2%
Students who receive two or more behavior referrals	230	16%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	170	12%	11%

Goals Summary

G1. GOAL The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 72% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 75.

G2. On the 2013 administration of the FCAT Writing Test, 61% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase student proficiency at 3.5 or above by 4 percentage points to 65%.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency by 3 percentage points to 73%.

G4. The results of the EOC's in Algebra1, Geometry, and Biology indicate that 90% of the students are achieving proficiency. The goal for 2013-2014 school year is to maintain or exceed the levels of performance and participation in the 2013-2014 EOC's.

G5. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 97% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain or exceed levels of students achieving proficiency.

G7. On the 2013 administration of the Science FCAT, 38% of 8th grade students achieved proficiency (level 3 on FCAT). The expected level of performance for 2014 is 44% achieving proficiency.

G8. The results of the 2013 Biology EOC Assessment indicate that 97% of students scored at a level 3 or above. Our goal is to maintain or exceed student proficiency on the 2014 Biology EOC.

G9. The school will increase CTE course participation by 1%.

G10. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

G11. The results of the 2013 Civics Baseline Assessment indicate that 0% are making progress towards meeting standards. The goal for the 2013-2014 school year is to increase student proficiency to 10% achieving high standards on the Civics EOC.

G12. Early Warning systems will decrease by 10%.

Goals Detail

G1. GOAL The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 72% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 75.

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

Resources Available to Support the Goal
- The SpringBoard Curriculum is implemented in all Language arts courses.

- All middle school students are required to take a secondary reading or writing course.

- Reading Plus is implemented in all reading classes as well as in the after school tutoring program.

- Achieve 3000 is implemented in Reading, Science, and Social Studies courses. Teachers are trained in reading in the content area.

- After-School and Saturday tutoring is supplies students with remediation and enrichment as needed.

- A certified Reading coach has been employed to model lessons to teachers, to conduct professional development, and to properly implement the Comprehensive Reading Plan.

- FAIR assessment data to differentiate instruction.

- Incorporate the FCAT Task Cards into all ELL classes.

- Use Imagine Learning with all ESOL level 1 students.

Targeted Barriers to Achieving the Goal
- The Black, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

- The ELL subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category1: Vocabulary. Students have had limited exposure to vocabulary in the English language and lack the ability to determine the correct meaning of words with multiple meanings.

- The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers and have had limited exposure to informational text.

- The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to asses, organize, synthesize and evaluate the validity and reliability information to be successful readers.

- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by __ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The increase is minimal and students are in need of additional reading intervention and acceleration. Technology options in Language Arts classes were limited; therefore students require a structured computer program implemented with fidelity.

- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased by percentage points as compared to the 2012

FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress.

- As noted on the administration of the CELLA Test, the number of students making progress in the Listening/Speaking portion decreased by 27 percentage points. Students have a limited exposure to English vocabulary.

- As noted on the administration of the CELLA Test, the number of students making progress in the Reading portion decreased by 5 percentage points. Students experienced difficulty in determining the meanings of words and phrases as used in text.

- As noted on the administration of the CELLA Test, the number of students making progress in the Writing portion decreased by 6 percentage points. Students lack the ability to use spelling rules, orthographic patters in English.

- The SWD subgroup did not meet AMO. The area of deficiency noted on the administration of the 2013 FCAT 2.0 Reading was reporting category 1: Vocabulary. Students lack the necessary vocabulary needed to comprehend on grade level passages.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and FCAT 2.0 and administrative walkthroughs.

Person or Persons Responsible
MTSS/RtI Team/Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Quarterly Interim Assessments. Summative: 2014 FCAT2.0 Reading Assessment

G2. On the 2013 administration of the FCAT Writing Test, 61% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase student proficiency at 3.5 or above by 4 percentage points to 65%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Spring Board
- FCAT 2.0 Anchor Papers
- New Writing Standards

Targeted Barriers to Achieving the Goal
- Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Mid-Year Writing Sample and FCAT 2.0 Writing Assessment and administrative walkthroughs.

Person or Persons Responsible
MTSS/RtI/Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments and Monthly Mini-Prompt Assessments Summative: 2014 FCAT Writing

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency by 3 percentage points to 73%.

Targets Supported

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

Resources Available to Support the Goal

- SpringBoard is the core curriculum in all mathematics courses.

- The technology supplemental resource in Math IXL in mathematics classes.

- Triumph Learning supplemental material is used as resource in all intensive math classes.

- All Level 1 and 2's are enrolled in an intensive mathematics course.

- Before, after, and Saturday tutoring programs are available for students. These program are designed to remediate or enrich student learning.

Targeted Barriers to Achieving the Goal

- The Black, ELL, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

- The area of deficiency for students who scored a Level 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students need to learn to develop thematic projects to understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture) and how to use the Pythagorean Theorem to solve real-world problems that include heights and distances.

- The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students need additional practice in order to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.

- The area of deficiency for students in the lowest 25% as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students have deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

- The ELL subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and FCAT 2.0 and administrative walkthroughs

Person or Persons Responsible
MTSS/RtI Team and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Quarterly Interim Assessments. Summative: 2014 Algebra 1 EOC and Geometry EOC Assessments

G4. The results of the EOC's in Algebra1, Geometry, and Biology indicate that 90% of the students are achieving proficiency. The goal for 2013-2014 school year is to maintain or exceed the levels of performance and participation in the 2013-2014 EOC's.

Targets Supported

Resources Available to Support the Goal
- Pearson Mathematics is the textbook used in Algebra I and Geometry.
- A comprehensive before, after, and Saturday school tutoring is available for all students taking accelerated courses in the middle school.
- Math XI is used as a technology component for the accelerated courses.
- All Biology courses are equipped with netbooks.
- Labs and conducted frequently in all Biology classes.

Targeted Barriers to Achieving the Goal
- The challenge for the 2013-2014 school year is to maintain the high levels of participation and performance in middle school accelerated courses.
- The challenge for the 2013-2014 school year will be to motivate students to participate in tutoring programs.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and FCAT 2.0 and administrative walkthroughs.

Person or Persons Responsible
RtI Team/Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Follow FCIM, using data from Interim and EOC and administrative walkthroughs.

G5. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Pearson Mathematics is the textbook used in Geometry.
- Before, after, and Saturday school tutoring is available for students taking Geometry.
- Math XL is the technology component used for Geometry.

Targeted Barriers to Achieving the Goal
- Students have a difficult time applying geometric concepts in modeling real world problems.
- Students have difficulty analyzing statements and reasons in formal and informal proofs of a geometric idea and provide an example that supports conjecture.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Geometry EOC and administrative walkthroughs.

Person or Persons Responsible
Rti Team/Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports Summative: 2014 Geometry EOC

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 97% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain or exceed levels of students achieving proficiency.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Pearson Mathematics is the Algebra 1 textbook.
- Pearson Mathematics is the Algebra 1 textbook.
- Math XL is used as a technology resource.

Targeted Barriers to Achieving the Goal
- Students have a difficult time solving real-world problems using polynomials.
- Students have a difficult time exploring relationships and patterns between sets.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Algebra 1 EOC and administrative walkthroughs.

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Follow FCIM, using data from Interim and EOC and administrative walkthroughs.

G7. On the 2013 administration of the Science FCAT, 38% of 8th grade students achieved proficiency (level 3 on FCAT). The expected level of performance for 2014 is 44% achieving proficiency.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Labs are implemented frequently in all science courses.

- Netbooks are used in science courses.

- After School and Saturday tutoring is available for students.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students had difficulty with the Reporting Category Nature of Science. There was limited evidence reflecting student understanding of scientific method components.

- Students enter the 8th Grade with varied interests in science.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and FCAT 2.0 and administrative walkthroughs.

Person or Persons Responsible

Rti Leadership Team; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports Summative: Science FCAT 2.0

G8. The results of the 2013 Biology EOC Assessment indicate that 97% of students scored at a level 3 or above. Our goal is to maintain or exceed student proficiency on the 2014 Biology EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.
- Students taking Biology I have varying backgrounds and interests in science.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Biology EOC and administrative walkthroughs.

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports Summative: 2014 Biology EOC

G9. The school will increase CTE course participation by 1%.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- There are only two computer labs available for this program. It may be difficult to schedule all middle school students.
- Middle and high school teachers may not have common planning periods.
- Licenses are costly and the availability of licenses will depend on the budget given to the CTE Department. Career Research teachers have to be industry certified in order to test students.
- Students may not be able to afford membership dues in FBLA.
- There are not enough CTE certified teachers in the buidling

Plan to Monitor Progress Toward the Goal

CTE department head and Career Research teachers will meet with counselors to provide updates whenever necessary

Person or Persons Responsible
Rti Leadership Team; Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student Transcripts

G10. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.
- Many SECME activities are off campus and transportation is barrier

Plan to Monitor Progress Toward the Goal

Administrators and Science Chair will look for increased participation in school site STEM competitions.

Person or Persons Responsible
RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Summative: Number of students participating in STEM events.

G11. The results of the 2013 Civics Baseline Assessment indicate that 0% are making progress towards meeting standards. The goal for the 2013-2014 school year is to increase student proficiency to 10% achieving high standards on the Civics EOC.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- McGraw Hill Civics Textbooks infused in the 7th grade course.
- Afterschool tutoring will remediate or enrich students in preparation for the CIvics EOC.
- EOC professional development for all Civics teachers.
- Achieve 3000 will be used in the Civics courses to expose students to informational text.
- Primary and Secondary sources are used to expose students to documents that pertain to Civics.

Targeted Barriers to Achieving the Goal
- Students lack prior knowledge in Civics content and analytical skills in deciphering primary and secondary source documents.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Civics EOC and administrative walkthroughs.

Person or Persons Responsible
RtI Team/Administrative Walkthroughs

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports Summative: 2014 Civics EOC

G12. Early Warning systems will decrease by 10%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students are unaware of the consequences in the Code of Student Contract and on the Mater Academy Parent Contract.
- Students lack study skills to be able to master curriculum.
- The school has a large immigrant population. Many students serve as translators for their families thus theymiss school when parents need to have them translate.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, quarterly COGNOS data reports will be reviewed and will be adjusted as needed.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Suspension Reports

Action Plan for Improvement

Problem Solving Key

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

G1. GOAL The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 72% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 75.

G1.B1 The Black, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

G1.B1.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Language Arts teachers will use the College Board Springboard curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LTT leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s): Formative: Quarterly Interim Assessments, SpringBoard Embedded Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s): Formative: Quarterly Interim Assessments, SpringBoard Embedded Assessments
Summative: FCAT 2.0 Reading Assessment

G1.B2 The ELL subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category1: Vocabulary. Students have had limited exposure to vocabulary in the English language and lack the ability to determine the correct meaning of words with multiple meanings.

G1.B2.S1 Students will refer to an interactive word wall, use the English/heritage language dictionaries, and semantic mapping to increase usage of the English vocabulary in their daily lives.

Action Step 1

Students will use word walls as a reference guide on a daily basis. Teachers will add words to the word wall and use them in daily conversation and reading. English/Heritage Language Dictionaries will be used as needed to assist with translation of unknown vocabulary. Semantic maps will be incorporated as a graphic organizer to unpack new units.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and reports from technology based programs such as Achieve 3000 and Reading Plus.

Facilitator:

Reading Coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Quarterly Interim Assessments, classroom based assessment, reports from technology programs.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments. Summative: 2014 FCAT Reading Assessment

G1.B3 The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers and have had limited exposure to informational text.

G1.B3.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assesments

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Interim Assessments, technology reports, and classroom based assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments; classroom based assessments, and technology reports

G1.B4 The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to asses, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B4.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Language Arts teachers will use the College Board Springboard curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including technology reports

Facilitator:

Reading Coach/Social Studies faculty

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments; classroom based assessments; technology reports

G1.B5 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by __ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The increase is minimal and students are in need of additional reading intervention and acceleration. Technology options in Language Arts classes were limited; therefore students require a structured computer program implemented with fidelity.

G1.B5.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Action Step 1

Students will practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities by analyzing how two or more authors write about the same topic to shape their presentations of key information.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessment; technology reports

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B6 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased by percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress.

G1.B6.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

Action Step 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading coach

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B7 As noted on the administration of the CELLA Test, the number of students making progress in the Listening/Speaking portion decreased by 27 percentage points. Students have a limited exposure to English vocabulary.

G1.B7.S1 Modeling Think Aloud Use Task Cards Focus on Key Vocabulary Vocabulary with Context Clues Use Multiple Meaning Words Interactive Word Walls Word Banks/Vocabulary Notebooks Heritage Language/English Dictionary

Action Step 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading coach/ESOL Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B8 As noted on the administration of the CELLA Test, the number of students making progress in the Reading portion decreased by 5 percentage points. Students experienced difficulty in determining the meanings of words and phrases as used in text.

G1.B8.S1 Modeling Brainstorming Activate Prior Knowledge Reading Response Journal/Log, Use Task Cards, Chunking, Heritage Language/English Dictionary, Think/Pair/Share, and Summarizing

Action Step 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach /ESOL Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B9 As noted on the administration of the CELLA Test, the number of students making progress in the Writing portion decreased by 6 percentage points. Students lack the ability to use spelling rules, orthographic patters in English.

G1.B9.S1 Graphic Organizers, Verbal Clues/Pictures,Reciprocal Teaching, Story Maps, Writing Prompts, Question-Answer-Relationship (QAR), Cooperative Learning , and Heritage Language/English Dictionary

Action Step 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading coach/ESOL Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B9.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B10 The SWD subgroup did not meet AMO. The area of deficiency noted on the administration of the 2013 FCAT 2.0 Reading was reporting category 1: Vocabulary. Students lack the necessary vocabulary needed to comprehend on grade level passages.

G1.B10.S1 Students in the SWD subgroup will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Action Step 1

SWD students will participate in push in tutoring during Intensive Reading Courses. Paraprofessional assigned to the students will provide support in the areas of vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work and site generated assessments; technology reports.

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments, Springboard Embedded Assessments. Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B10.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G2. On the 2013 administration of the FCAT Writing Test, 61% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase student proficiency at 3.5 or above by 4 percentage points to 65%.

G2.B1 Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

G2.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

Facilitator:

Reading Coach

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LTT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly Writing Assessment; classroom based assessments; technology reports

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency by 3 percentage points to 73%.

G3.B1 The Black, ELL, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

G3.B1.S1 Teachers will provide opportunities for students to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Teachers will plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Mathematics Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3.B3 The area of deficiency for students who scored a Level 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students need to learn to develop thematic projects to understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture) and how to use the Pythagorean Theorem to solve real-world problems that include heights and distances.

G3.B3.S1 Students will have opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts.

Action Step 1

The teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice such as thematic projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3.B4 The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students need additional practice in order to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.

G3.B4.S1 Teacher will use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

Action Step 1

Professional learning teams will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Facilitator:

Mathematics Department Chair

Participants:

RtI Team

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3.B5 The area of deficiency for students in the lowest 25% as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students have deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

G3.B5.S1 Identify seventh and eighth grade students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

Action Step 1

The sixth grade professional learning team will develop intervention resources to facilitate the implementation of the listed best practice instructional strategies. The seventh and eighth grade teachers will plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Facilitator:

Mathematics Department chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3.B6 The ELL subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

G3.B6.S1 Provide a variety of models of representation and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas.

Action Step 1

Provide a variety of models of representation and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Student work and site generated assessments.

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessments Summative: 2014 Math FCAT 2.0

Plan to Monitor Effectiveness of G3.B6.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessment; classroom based assessments; technology reports

G4. The results of the EOC's in Algebra1, Geometry, and Biology indicate that 90% of the students are achieving proficiency. The goal for 2013-2014 school year is to maintain or exceed the levels of performance and participation in the 2013-2014 EOC's.

G4.B1 The challenge for the 2013-2014 school year is to maintain the high levels of participation and performance in middle school accelerated courses.

G4.B1.S1 Teachers will increase student rigor and higher order thinking through the use of implemented strategies.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, the goal is to support mathematical fluency and problem solving proficiency by providing time to practice and apply learned concepts to real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G4.B2 The challenge for the 2013-2014 school year will be to motivate students to participate in tutoring programs.

G4.B2.S1 Parent meetings will be held to notify parents of the tutoring resources available.

Action Step 1

Send notifications and monitor attendance.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Roster, Interim Asssesment Results

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

Data Reports

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative:

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Evidence of Completion

G5. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

G5.B1 Students have a difficult time applying geometric concepts in modeling real world problems.

G5.B1.S1 Provide opportunities for Geometry students to practice the content so they will be able to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G5.B2 Students have difficulty analyzing statements and reasons in formal and informal proofs of a geometric idea and provide an example that supports conjecture.

G5.B2.S1 Teachers will provide statements in formal or informal of a geometric idea and provide an example that supports a conjecture.

Action Step 1

Use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, site generated assessments

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

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

Person or Persons Responsible

RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments Summative: 2014 Geometry EOC

Plan to Monitor Effectiveness of G5.B2.S1

Data analysis based on ongoing classroom and quarterly interim assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessment classroom based assessments; technology reports

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 97% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain or exceed levels of students achieving proficiency.

G6.B1 Students have a difficult time solving real-world problems using polynomials.

G6.B1.S1 Provide opportunities for Algebra 1 students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

RtI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G6.B2 Students have a difficult time exploring relationships and patterns between sets.

G6.B2.S1 Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

RtI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G7. On the 2013 administration of the Science FCAT, 38% of 8th grade students achieved proficiency (level 3 on FCAT). The expected level of performance for 2014 is 44% achieving proficiency.

G7.B1 As noted on the 2013 Science FCAT 2.0, students had difficulty with the Reporting Category Nature of Science. There was limited evidence reflecting student understanding of scientific method components.

G7.B1.S1 Provide after-school opportunities for students to design and develop science projects that increase scientific thinking and allow for testing of hypotheses, data analysis and explanation of variables

Action Step 1

Teachers will offer science fair workshops once a week after school or on Saturdays. Teachers will use instructional technology such as Gimzos, FCAT Explorer, Achieve3000, and USA Test Prep to enhance student conceptual understanding of science topics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Achieve 3000 Trainer

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative data from District Interim Assessments and 2014 Science FCAT 2.0. Usage data from Achieve3000.

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Rti Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative data from District Interim Assessments and 2014 Science FCAT 2.0. Usage data from Achieve3000.

G7.B2 Students enter the 8th Grade with varied interests in science.

G7.B2.S1 Establish a timeline for the development of student projects and ensure that all students participate in the school's science fair competition. Monitor and support the implementation of rigorous activities and higher order questioning to increase student conceptual understanding.

Action Step 1

Teachers will use instructional technology such as Gimzos, FCAT Explorer, Achieve3000, and USA Test Prep to enhance student conceptual understanding of science topics. Science teachers will provide opportunities for students to receive help with their science fair projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G8. The results of the 2013 Biology EOC Assessment indicate that 97% of students scored at a level 3 or above. Our goal is to maintain or exceed student proficiency on the 2014 Biology EOC.

G8.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students. Biology Teachers, Weekly

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Science Department chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.The Science Department Chair and Co-chair will monitor will review lab reports for fidelity and Interim Assessment data.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Lab Reports; District Interim Assessment Data

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G9. The school will increase CTE course participation by 1%.

G9.B1 There are only two computer labs available for this program. It may be difficult to schedule all middle school students.

G9.B1.S1 Students may take the course any time between 6 to 8 grade.

Action Step 1

Emphasis will be placed on the importance of industry certification and the opportunity to obtain a Gold Seal on high school diploma

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including technology reports

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

Middle school counselors will ensure that all students take the Career Research course.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Transcripts/Student Grades

Plan to Monitor Effectiveness of G9.B1.S1

CTE teachers and counselors will monitor course selection to ensure a smooth transition to the CTE programs in high school.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student transcripts; Report Cards, Progress Reports

G9.B2 Middle and high school teachers may not have common planning periods.

G9.B2.S1 Provide articulation between middle and high school faculty after school and during teacher workdays. Assign combined departmental meetings (middle and high school teachers together) to share ideas and concerns

Action Step 1

Department chair and assistant principal assigned to CTE will send periodic emails notifying CTE teachers of meeting and other activities.

Person or Persons Responsible

Department Chair and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be measured by the number of middle school students who enroll in high school courses.

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

High school CTE teachers will articulate with middle school teachers to ensure a smooth transition to this course.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be measured by the number of middle school students who enroll in high school courses.

Plan to Monitor Effectiveness of G9.B2.S1

Middle and high school teachers will compare lesson plan objectives and agendas

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be measured by the number of middle school students who enroll in high school courses.

G9.B3 Licenses are costly and the availability of licenses will depend on the budget given to the CTE Department. Career Research teachers have to be industry certified in order to test students.

G9.B3.S1 Use Perkins Funds to obtain licenses. Require CE teachers to attend in service at the county level to obtain certification.

Action Step 1

Work with other Mater schools to buy site licenses Provide training for teachers during teacher workdays

Person or Persons Responsible

Department Chair and Assistant Pirincipal

Target Dates or Schedule

Ongoing

Evidence of Completion

The goal for this year is an 8% of middle school students enrolled in Career Research to complete one level of the Microsoft certification.

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

Reward students who compete a level of Microsoft certification. Keep database of all students completing a level of Microsoft certification.

Person or Persons Responsible

Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

The goal for this year is an 8% of middle school students enrolled in Career Research to complete one level of the Microsoft certification

Plan to Monitor Effectiveness of G9.B3.S1

Meet with 8th graders who complete a level of Microsoft to ensure proper transition to a high school CTE program.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The goal for this year is an 8% of middle school students enrolled in Career Research to complete one level of the Microsoft certification

G9.B4 Students may not be able to afford membership dues in FBLA.

G9.B4.S1 Allow for different payment plans. Extend the membership period whenever possible.

Action Step 1

Provide prospective members with information about both organizations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be monitored through participation in district and state competitions

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

Returning FBLA members will be able to represent their club at the district conferences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be monitored through participation in district and state competitions.

Plan to Monitor Effectiveness of G9.B4.S1

Recruit students enrolled in Career Research to ensure participation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be monitored through participation in district and state competitions.

G9.B5 There are not enough CTE certified teachers in the buidling

G9.B5.S1 Coutny is offering courses.Cover teachers courses to be certifid

Action Step 1

Person or Persons Responsible

Teacher

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Person or Persons Responsible

Rti

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

G10.B1 Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

G10.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, Robotics Competitions).

Action Step 1

Science teachers will offer science fair workshops on a weekly basis to offer opportunities for students to get individualized guidance with their projects. ?

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Science Department Chair

Participants:

Teachers

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

Administrators and Science Chair will look for increased participation in school site STEM competitions.

Person or Persons Responsible

Rti Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM competitions

Plan to Monitor Effectiveness of G10.B1.S1

Science Chair and Science Fair Coordinator will monitor over Science teachers to ensure fidelity of STEM related student projects.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessments

G10.B2 Many SECME activities are off campus and transportation is barrier

G10.B2.S1 Provide transportation to increase participation, and participate in online activites

Action Step 1

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B2.S1

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Evidence of Completion

G11. The results of the 2013 Civics Baseline Assessment indicate that 0% are making progress towards meeting standards. The goal for the 2013-2014 school year is to increase student proficiency to 10% achieving high standards on the Civics EOC.

G11.B1 Students lack prior knowledge in Civics content and analytical skills in deciphering primary and secondary source documents.

G11.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information.

Action Step 1

Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

District Professional Development

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G11.B1.S1

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

Person or Persons Responsible

RtI Team/Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; Summative: Civics EOC Assessment

G12. Early Warning systems will decrease by 10%.

G12.B1 Students are unaware of the consequences in the Code of Student Contract and on the Mater Academy Parent Contract.

G12.B1.S1 The administration will continue to implement the progressive school discipline plan.

Action Step 1

The Student Services department will progress monitor the academic performance of at-risk students and report finding to MTSS/RtI team for further assistance.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports

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

A reward system will be established to recognize students for perfect attendance and behavior.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Suspension Reports

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, quarterly data reports from COGNOS will be reviewed.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports

G12.B2 Students lack study skills to be able to master curriculum.

G12.B2.S1 Provide extra tutorial for students who are failing courses.

Action Step 1

Through the Title 1 program, tutoring sessions will be offered to students who are failing courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

bi-Weekly

Evidence of Completion

Tutoring logs

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Counselors will monitor student grades to ensure student success.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Report Card grades; Progress Reports

Plan to Monitor Effectiveness of G12.B2.S1

Counselors will meet with students and parents and review academic grades.

Person or Persons Responsible

Counselors and Parents

Target Dates or Schedule

Quarterly

Evidence of Completion

Report Cards, and Progress Reports

Coordination and Integration

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

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

Title I, Part A Mater Academy Middle Charter School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Tutoring or summer school). The Miami-Dade Public School district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I funds will be used to employ a reading coach to oversee the implementation of the Comprehensive Research Based Reading Program. The Reading Coach develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies 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. Other key personnel such as paraprofessionals and a Community Involvement Specialist are employed through Title 1. Paraprofessionals provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialists support and solicit family involvement of children being served in activities funded by Title I. These funds will also be used to provide support for an after-school tutoring and Saturday tutoring program for Reading, Math, Writing and Science. Title I funds are also used to purchase supplemental materials and technology for core subjects such as Reading, Math, and Science in order to improve instructional focus. Other components that are integrated into the school-wide program include the Title I Mater Academy Chess Club and an extensive Parental Program that requires parents to complete volunteer hours. Opportunities are created for parents to become involved through the Parent Academy which offers conferences on education and social issues.
Title II
The Miami-Dade district uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training
Title III
Mater Academy Middle Charter School receives Title III funds to supplement and enhance the programs for English Language
Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.
Title X- Homeless
In cases of homeless students, the Title I Community Involvement Specialist gathers resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act eliminate barriers for a free and appropriate education. Currently, there are no students that fall under this demographic
Supplemental Academic Instruction (SAI)
Mater Academy Middle Charter School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida
Education Finance Program (FEFP) allocation.
Violence Prevention Programs
The Student Services Department coordinates drug and violence prevention activities such as Red Ribbon Week and Anti-
Bullying presentations that support prevention of violence and drug awareness in and around the school. These programs prevent the use of tobacco, alcohol drugs, and foster a safe, drug-free learning environment supporting student achievement. Mater Academy offers a non-violence and anti-drug program

to students that incorporate field trips, community service, and guest speakers.

•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/ or TRUST Specialists.

•Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

•District Policy Against Bullying and Harassment

•Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

•This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

•Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

•All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

•Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Career and Technical Education

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

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

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

Job Training

Career and Research Courses taken in the 8th grade will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Coordination and Integration: CIS Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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. GOAL The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 72% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 75.

G1.B1 The Black, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

G1.B1.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

PD Opportunity 1

Language Arts teachers will use the College Board Springboard curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B2 The ELL subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category1: Vocabulary. Students have had limited exposure to vocabulary in the English language and lack the ability to determine the correct meaning of words with multiple meanings.

G1.B2.S1 Students will refer to an interactive word wall, use the English/heritage language dictionaries, and semantic mapping to increase usage of the English vocabulary in their daily lives.

PD Opportunity 1

Students will use word walls as a reference guide on a daily basis. Teachers will add words to the word wall and use them in daily conversation and reading. English/Heritage Language Dictionaries will be used as needed to assist with translation of unknown vocabulary. Semantic maps will be incorporated as a graphic organizer to unpack new units.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and reports from technology based programs such as Achieve 3000 and Reading Plus.

G1.B4 The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to asses, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B4.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

PD Opportunity 1

Language Arts teachers will use the College Board Springboard curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Facilitator

Reading Coach/Social Studies faculty

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including technology reports

G1.B6 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased by percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress.

G1.B6.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

PD Opportunity 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

Facilitator

Reading coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B7 As noted on the administration of the CELLA Test, the number of students making progress in the Listening/Speaking portion decreased by 27 percentage points. Students have a limited exposure to English vocabulary.

G1.B7.S1 Modeling Think Aloud Use Task Cards Focus on Key Vocabulary Vocabulary with Context Clues Use Multiple Meaning Words Interactive Word Walls Word Banks/Vocabulary Notebooks Heritage Language/English Dictionary

PD Opportunity 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Facilitator

Reading coach/ESOL Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B8 As noted on the administration of the CELLA Test, the number of students making progress in the Reading portion decreased by 5 percentage points. Students experienced difficulty in determining the meanings of words and phrases as used in text.

G1.B8.S1 Modeling Brainstorming Activate Prior Knowledge Reading Response Journal/Log, Use Task Cards, Chunking, Heritage Language/English Dictionary, Think/Pair/Share, and Summarizing

PD Opportunity 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Facilitator

Reading Coach /ESOL Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B9 As noted on the administration of the CELLA Test, the number of students making progress in the Writing portion decreased by 6 percentage points. Students lack the ability to use spelling rules, orthographic patters in English.

G1.B9.S1 Graphic Organizers, Verbal Clues/Pictures,Reciprocal Teaching, Story Maps, Writing Prompts, Question-Answer-Relationship (QAR), Cooperative Learning , and Heritage Language/English Dictionary

PD Opportunity 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Facilitator

Reading coach/ESOL Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G2. On the 2013 administration of the FCAT Writing Test, 61% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase student proficiency at 3.5 or above by 4 percentage points to 65%.

G2.B1 Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

G2.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

PD Opportunity 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency by 3 percentage points to 73%.

G3.B1 The Black, ELL, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

G3.B1.S1 Teachers will provide opportunities for students to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

PD Opportunity 1

Teachers will plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics.

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G3.B3 The area of deficiency for students who scored a Level 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students need to learn to develop thematic projects to understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture) and how to use the Pythagorean Theorem to solve real-world problems that include heights and distances.

G3.B3.S1 Students will have opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts.

PD Opportunity 1

The teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice such as thematic projects.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G3.B4 The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students need additional practice in order to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.

G3.B4.S1 Teacher will use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

PD Opportunity 1

Professional learning teams will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Facilitator

Mathematics Department Chair

Participants

RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3.B5 The area of deficiency for students in the lowest 25% as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students have deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

G3.B5.S1 Identify seventh and eighth grade students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

PD Opportunity 1

The sixth grade professional learning team will develop intervention resources to facilitate the implementation of the listed best practice instructional strategies. The seventh and eighth grade teachers will plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Mathematics Department chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G5. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

G5.B1 Students have a difficult time applying geometric concepts in modeling real world problems.

G5.B1.S1 Provide opportunities for Geometry students to practice the content so they will be able to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

PD Opportunity 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Facilitator

Math Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 97% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain or exceed levels of students achieving proficiency.

G6.B1 Students have a difficult time solving real-world problems using polynomials.

G6.B1.S1 Provide opportunities for Algebra 1 students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials.

PD Opportunity 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Facilitator

Math Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G7. On the 2013 administration of the Science FCAT, 38% of 8th grade students achieved proficiency (level 3 on FCAT). The expected level of performance for 2014 is 44% achieving proficiency.

G7.B1 As noted on the 2013 Science FCAT 2.0, students had difficulty with the Reporting Category Nature of Science. There was limited evidence reflecting student understanding of scientific method components.

G7.B1.S1 Provide after-school opportunities for students to design and develop science projects that increase scientific thinking and allow for testing of hypotheses, data analysis and explanation of variables

PD Opportunity 1

Teachers will offer science fair workshops once a week after school or on Saturdays. Teachers will use instructional technology such as Gimzos, FCAT Explorer, Achieve3000, and USA Test Prep to enhance student conceptual understanding of science topics.

Facilitator

Achieve 3000 Trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G7.B2 Students enter the 8th Grade with varied interests in science.

G7.B2.S1 Establish a timeline for the development of student projects and ensure that all students participate in the school's science fair competition. Monitor and support the implementation of rigorous activities and higher order questioning to increase student conceptual understanding.

PD Opportunity 1

Teachers will use instructional technology such as Gimzos, FCAT Explorer, Achieve3000, and USA Test Prep to enhance student conceptual understanding of science topics. Science teachers will provide opportunities for students to receive help with their science fair projects.

Facilitator

Reading coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G8. The results of the 2013 Biology EOC Assessment indicate that 97% of students scored at a level 3 or above. Our goal is to maintain or exceed student proficiency on the 2014 Biology EOC.

G8.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

PD Opportunity 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students. Biology Teachers, Weekly

Facilitator

Science Department chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G10. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

G10.B1 Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

G10.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, Robotics Competitions).

PD Opportunity 1

Science teachers will offer science fair workshops on a weekly basis to offer opportunities for students to get individualized guidance with their projects. ?

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G11. The results of the 2013 Civics Baseline Assessment indicate that 0% are making progress towards meeting standards. The goal for the 2013-2014 school year is to increase student proficiency to 10% achieving high standards on the Civics EOC.

G11.B1 Students lack prior knowledge in Civics content and analytical skills in deciphering primary and secondary source documents.

G11.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information.

PD Opportunity 1

Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.

Facilitator

District Professional Development

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	GOAL The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 72% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 75.	$60,500
G5.	The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.	$3,000
G6.	The results of the 2012-2013 Algebra I EOC Test indicate that 97% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain or exceed levels of students achieving proficiency.	$3,000
G7.	On the 2013 administration of the Science FCAT, 38% of 8th grade students achieved proficiency (level 3 on FCAT). The expected level of performance for 2014 is 44% achieving proficiency.	$33,000
G8.	The results of the 2013 Biology EOC Assessment indicate that 97% of students scored at a level 3 or above. Our goal is to maintain or exceed student proficiency on the 2014 Biology EOC.	$5,000
	Total	$104,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Operating	$99,000	$5,500	$104,500
District Purchased	$0	$0	$0
	$0	$0	$0
Total	$99,000	$5,500	$104,500

Budget Details

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

G1. GOAL The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 72% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 75.

G1.B1 The Black, and ED subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

G1.B1.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Language Arts teachers will use the College Board Springboard curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Resource Type

Evidence-Based Program

Resource

Core Language Arts Text

Funding Source

Operating

Amount Needed

$30,000

G1.B2 The ELL subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category1: Vocabulary. Students have had limited exposure to vocabulary in the English language and lack the ability to determine the correct meaning of words with multiple meanings.

G1.B2.S1 Students will refer to an interactive word wall, use the English/heritage language dictionaries, and semantic mapping to increase usage of the English vocabulary in their daily lives.

Action Step 1

Students will use word walls as a reference guide on a daily basis. Teachers will add words to the word wall and use them in daily conversation and reading. English/Heritage Language Dictionaries will be used as needed to assist with translation of unknown vocabulary. Semantic maps will be incorporated as a graphic organizer to unpack new units.

Resource Type

Evidence-Based Materials

Resource

Dictionaries

Funding Source

Operating

Amount Needed

$500

G1.B4 The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to asses, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B4.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Language Arts teachers will use the College Board Springboard curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Resource Type

Evidence-Based Program

Resource

Core Language Arts Text

Funding Source

Operating

Amount Needed

$30,000

G1.B6 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased by percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress.

G1.B6.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

Action Step 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

District Purchased

Amount Needed

$0

G2. On the 2013 administration of the FCAT Writing Test, 61% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase student proficiency at 3.5 or above by 4 percentage points to 65%.

G2.B1 Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

G2.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

G5.B1 Students have a difficult time applying geometric concepts in modeling real world problems.

G5.B1.S1 Provide opportunities for Geometry students to practice the content so they will be able to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Resource Type

Evidence-Based Program

Resource

Math xl

Funding Source

Operating

Amount Needed

$3,000

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 97% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain or exceed levels of students achieving proficiency.

G6.B1 Students have a difficult time solving real-world problems using polynomials.

G6.B1.S1 Provide opportunities for Algebra 1 students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Resource Type

Evidence-Based Program

Resource

IXL

Funding Source

Operating

Amount Needed

$3,000

G7. On the 2013 administration of the Science FCAT, 38% of 8th grade students achieved proficiency (level 3 on FCAT). The expected level of performance for 2014 is 44% achieving proficiency.

G7.B1 As noted on the 2013 Science FCAT 2.0, students had difficulty with the Reporting Category Nature of Science. There was limited evidence reflecting student understanding of scientific method components.

G7.B1.S1 Provide after-school opportunities for students to design and develop science projects that increase scientific thinking and allow for testing of hypotheses, data analysis and explanation of variables

Action Step 1

Teachers will offer science fair workshops once a week after school or on Saturdays. Teachers will use instructional technology such as Gimzos, FCAT Explorer, Achieve3000, and USA Test Prep to enhance student conceptual understanding of science topics.

Resource Type

Evidence-Based Program

Resource

Achieve 3000

Funding Source

Operating

Amount Needed

$30,000

G7.B2 Students enter the 8th Grade with varied interests in science.

G7.B2.S1 Establish a timeline for the development of student projects and ensure that all students participate in the school's science fair competition. Monitor and support the implementation of rigorous activities and higher order questioning to increase student conceptual understanding.

Action Step 1

Teachers will use instructional technology such as Gimzos, FCAT Explorer, Achieve3000, and USA Test Prep to enhance student conceptual understanding of science topics. Science teachers will provide opportunities for students to receive help with their science fair projects.

Resource Type

Evidence-Based Program

Resource

Gizmos

Funding Source

Operating

Amount Needed

$3,000

G8. The results of the 2013 Biology EOC Assessment indicate that 97% of students scored at a level 3 or above. Our goal is to maintain or exceed student proficiency on the 2014 Biology EOC.

G8.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students. Biology Teachers, Weekly

Resource Type

Evidence-Based Materials

Resource

Lab Materials

Funding Source

Operating

Amount Needed

$5,000