2013-2014 SCHOOL IMPROVEMENT PLAN

Riviera Middle School
10301 SW 48TH ST
Miami, FL 33165
305-226-4286
http://riviera.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	84%

Alternative/ESE Center	Charter School	Minority Rate
No	No	94%

School Grades History

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

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
Riviera Middle School

Principal
Dr. Winston Whyte A

School Advisory Council chair
Tim Jurkovich

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

Name	Title
Dr. Winston Whyte	Principal
Elizabeth Chardon	Assistant Principal
Ana Borges	Language Arts Department Chair
Sonia Yanes	Reading Department Chair
Edlima Medina	Math Department Chair
Juliet Colthirst-Edwards	Math Department Chair
Deborah Zwolinski	Science Department Chair
Eduardo Acosta	Social Studies Department Chair
Kamla Bahgwandin	Bilingual Department Chair
Robert Schwartz	Gifted Department Chair
Lisa Cadet	SPED
Norma Rodriguez	Student Services
Deborah White	Electives
Tim Birkett	M. I. X.

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

The majority of the SAC members are not employed by the school district.
Principal -1, UTD steward – 1, and an appropriately balanced number of teachers – 5, parents – 7, educational support-1, student – 1, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. BCR –3

Involvement of the SAC in the development of the SIP

The SAC serves as the voice of the community in the development of the school improvement process. Members of the RtI Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) to help develop the SIP. The team provides data on academic areas that need to be addressed, help set clear expectations for instruction; facilitates the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies); and aligns processes and procedures.

Activities of the SAC for the upcoming school year

As stipulated in Florida Statues, 1001.452, Florida's system for school improvement and education accountability, Riviera Middle School has established an EESAC. The EESAC is an integral part of the growth and professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. Riviera Middle School promotes a cooperative and collaborative system of leadership that includes representatives from all stakeholders to serve on its primary decision-making council, the Educational Excellence School Advisory Council (EESAC). The EESAC meets monthly to work to ensure student achievement. One of the primary goals of the Council is to prepare, monitor and evaluate the School Improvement Plan.

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

EESAC has provided funding to support the incentives at Riviera Middle School.. As a result of EESAC assistance with the funding of important school related activities, progress towards school, state, and
federal school achievement goals has been very positive in the previous years. The SAC will assist Riviera Middle School with any needs that the EESAC can afford to fund. in the approximate amount of $4,250.00.
This includes:
Attendance incentives: 500,00
Saturday Academy Snacks: 1.000.00

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
2

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

Administrator Information:

Dr. Winston Whyte A		
Principal	Years as Administrator: 21	Years at Current School: 3

Credentials	Degrees: B.S. Natural Sciences with a Major in Zoology and a Minor in Chemistry from University of the West Indies, Mona Campus, Kingston , Jamaica M.B. A.- Masters of Business Administration in Marketing from Nova Southeastern University ED. D.- Doctor of Education in Educational Leadership from Nova Southeastern University Certifications: CHEMISTRY, BIOLOGY, ESOL, MG MATH
Performance Record	Regional Center Director during this time period. 2012 School Grade C Rdg Proficiency 55% Rdg Overall Learning Gains 65% Rdg Lowest 25% Gains 65% Math Proficiency 49% Math Overall Learning Gains 65% Math Lowest 25% Learning Gains 52% 2013 School Grade C Rdg Proficiency 55% Rdg Overall Learning Gains 66% Rdg Lowest 25% Gains 71% Math Proficiency 50% Math Overall Learning Gains 59% Math Lowest 25% Learning Gains 58%

Elizabeth Chardon		
Asst Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Degrees; B.S. Science, Nova Southeastern University, Miami, Florida Masters of Educational Leadership. Certification: Emotionally Handicapped, Educational Leadership
Performance Record	'13 12 '11 '10 '09 School Grade C B A A A High Standards Rdg. 55% 67% 87 91 90 High Standards Math 50% 66% 89 88 89 Lng Gains-Rdg. 66 73 66 83 80 Lng Gains-Math 59 54 73 77 72 Gains-Rdg-25% 71 63 63 87 81 Gains-Math-25% 58 57 84 84 64

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
53, 98%

 # Highly Qualified Teachers
69%

 # certified in-field
54, 100%

 # ESOL endorsed
15, 28%

 # reading endorsed
7, 13%

 # with advanced degrees
24, 44%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
3, 6%

 # with 6-14 years of experience
31, 57%

with 15 or more years of experience
19, 35%

Education Paraprofessionals

of paraprofessionals
14

Highly Qualified
0, 0%

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

1. Regular meetings of new teachers with Principal
2. Partnering new teachers with veteran staff and successful beginning teachers-Assistant Principal
3. College campus job fairs and recruiting at universities-Guidance Counselors
4. Soliciting referrals from current employees- Principal
5. Assigning mentor teachers to teachers with 3 years or less of teaching experience(Professional Growth Teams)-.Assistant Principal
6 Offer leadership positions such as Department Heads and Team Leaders to highly qualified teachers.-Principal
7. Offer available teaching supplements and other stipends to highly qualified teachers.Principal

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

Collaboration sessions before and after school as needed-Department Heads and Team leaders.
MINT Program-New teachers
Professional Development offered at school site by Department Heads on early release days.
Partnering new teacher with veteran staff and successful 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 primary role of the MTSS Leadership Team is to analyze, monitor, and provide ongoing progress evaluation of the strategies outlined in the School Improvement Plan (SIP). The team will collaborate regularly, problem solve, share effective practices, evaluate implementations, make decisions, and practice new processes and skills. In developing and implementing the school improvement plan, the RtI Leadership Team identified students' deficiencies and aligned the strategies based on the identified need to improve learner outcomes. The RtI Leadership Team will monitor students' progress and data monthly.

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

Principal: Dr. Winston Whyte
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principal : Elizabeth Chardon
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.
Department Chairpersons for each subject area: Language Arts: Ana Borges, Reading: Sonia Yanes, Mathematics: Edilma Medina, Juliet Edwards, Science: Ms. Zwolinski, and Social Studies: Mr. Acosta
Provides information about core instruction, participates in student data collection.
Exceptional Student Education (ESE) Teachers: Ms. Cadet
Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.
Team Leaders: 6th Grade Ms. Fraga, Ms. Hoffman, 7th Grade Ms. Calderon, Ms. Lazo, 8th Grade Ms. Saumell and Mr. Ramsey
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Specialist: Mr. Andrew Domena
Develops or adequate technology to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Student Services Personnel: Norma Rodriguez, and Karen Connolly
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

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

The administrative team and Department Chairs will provide data to the teachers in a timely manner. Teachers and members of the RtI team will work together to decipher and analyze the data. The administrative team will provide a tool that teachers will be able to use to target students' specific deficiencies and track progress in real time and through the actual progress monitoring reports. The administrators and Department Chairs will also monitor how instructional time is used to address each student's need.

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

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet 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
Managed data will include:
Academic
• FAIR assessment
• Interim assessments
• Math and Science assessments
• FCAT
• Student grades
Reading Plus Reports
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by administration and teachers
• Office referrals per day/ per month
• Team climate surveys
• Attendance
• Referrals to special education programs
Frequency: Twice a month for data analysis.

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

Professional Development sessions on RtI Leadership Team principles and procedures will be provided to the staff in September. Additional professional development will be provided to teachers' during professional learning communities and early release days throughout the school year. Two Professional Development sessions will take place from August 2013 through June 2014 and will target staff and parents. The RtI team will evaluate additional Staff and Parents Professional Development needs during the monthly RtI Leadership Team meetings.

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: 21,600

At Riviera Middle School, we provide after-school. The All-Stars After School tutorial program is offered daily from 4:00-6:30 p.m. The program encompasses FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Reading Plus to deliver instruction to students.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

The lowest 25 percent of reading and mathematics have been identified and are targeted as students needing improvement. Results of the progress monitoring assessments help reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student. Our Level 3, 4, and 5 students are in enrichment literacy courses to continue to strive academically and develop further growth from their prior knowledge. "Bubble students are grouped in specialized "critical thinking" classes so that they are focused on their areas of deficiency in reading, and mathematics

Who is responsible for monitoring implementation of this strategy?

Data will be collected and analyzed by the the school-based Literacy Leadership Team (LLT)

Strategy: Weekend Program
Minutes added to school year: 1,800

At Riviera Middle School, we offer Saturday Success Academy from January to May.
The Saturday Success Academy is offered weekly from 9:00 am to noon. The program encompasses FCAT benchmarks to our lowest performing students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The lowest 25 percent of reading and mathematics will be identified and are targeted as students needing improvement. The results of the progress monitoring assessments will reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student.

Who is responsible for monitoring implementation of this strategy?

The school-based Literacy Leadership Team (LLT)

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Winston Whyte	Principal
Elizabeth Chardon	Assistant Principal
Ana Borges	Language Arts Chairperson
Sonia Yanes	Reading Chairperson
Edilma Medina	Math Chairperson
Deborah Zwolinski	Science Chairperson
Eduardo Acosta	Social Studies Chairperson
Deborah White	Electives Chairpersonb
Norma Rodriguez	Counselor
Lisa Cadet	SPED
Robert Schwartz	Gifted
Juliet Colthirst-Edwards	Math Charperson

How the school-based LLT functions

The Literacy Leadership Team will function to collaborate and evaluate the progress of the school's instructional focus with regards to literacy. The LLT meets monthly from August through November and then again from March through May. During the months of December through March the team meets on

a weekly basis.The Principal and Assistant Principal will cultivate the vision for cross-curriculum literacy integration, provide necessary resources through active participation in all Literacy Leadership Team meetings and activities. Additionally, the administrative team will foster a culture of collaboration and support within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement. The major role of the LLT is to utilize data to drive instruction and to provide for the creation of and the implementation of tutorial and enrichment programs to promote for the maximization of student achievement.

Major initiatives of the LLT

The Riviera Middle Literacy Leadership Team will support the school and its teachers in the implementation of the state and school wide implementation of literacy/ instructional strategies.The major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. The school-based Literacy Leadership Team (LLT) will introduce and support the use of a variety of assessment strategies, as well as analyze data for instructional decision making. 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.
• Mufti-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.
• Structured activities will be provided to address specific benchmarks while infusing the Common Core State Standards (CCSS).

Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team (LLT) will plan and provide professional development for effective instruction of reading strategies. All Instructional Staff will be trained in the Florida Continuous Improvement Model (FCIM) in an effort to meet the needs of each individual student. The content area classrooms will be responsible for working collaboratively with reading teachers using strategies that can be implemented in order to attain the reading goals. They will be held accountable through classroom walk-thoroughs, monthly departmental meetings, monthly professional development meetings, or lesson plans. Administrators and Department Chairs will provide feedback through conferencing. Buddy teachers will be provided if needed. Additionally, during homeroom students and teachers will be introduced to an arsenal of reading strategies that can be used throughout the school year. The content area classrooms will be responsible for working collaboratively with reading teachers using strategies that can be implemented in order to attain the reading goals.

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

The iPrep Math Program being implemented at Riviera Middle School focuses on technology-based instruction
is student-centered with teachers as facilitators. In addition, school-wide there is a shift from traditional teaching methods to more technology-based learning as multi- media, computers, and web-based programs are utilized for teaching and learning.

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

At Riviera Middle School, we promote Career Pathways and Programs of Study, students will become academy

program completer and have a better understanding and appreciation of the postsecondary opportunities available and will have a plan on 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.

Strategies for improving student readiness for the public postsecondary level

NA

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	60%	55%	No	64%
American Indian		0%		
Asian	92%	67%	Yes	93%
Black/African American	47%	64%	Yes	52%
Hispanic	58%	53%	No	63%
White	75%	74%	No	78%
English language learners	43%	25%	No	48%
Students with disabilities	43%	39%	No	49%
Economically disadvantaged	58%	52%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	28%	35%
Students scoring at or above Achievement Level 4	205	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	31%	34%
Students scoring at or above Level 7	15	29%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	66		69%
Students in lowest 25% making learning gains (FCAT 2.0)	71		74%

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)	61	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	26%	33%

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	125	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	16	84%	86%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	50%	No	60%
American Indian				
Asian	92%	75%	No	93%
Black/African American	63%	55%	Yes	66%
Hispanic	54%	49%	No	59%
White	60%	60%	Yes	64%
English language learners	48%	28%	No	54%
Students with disabilities	45%	34%	No	51%
Economically disadvantaged	54%	49%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	24%	41%
Students scoring at or above Achievement Level 4	73	12%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	33%	36%
Students scoring at or above Level 7	12	23%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	93	59%	60%
Middle school performance on high school EOC and industry certifications	49	31%	32%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%		No	60%
American Indian				
Asian	92%		No	93%
Black/African American	63%		No	66%
Hispanic	54%		No	59%
White	60%		No	64%
English language learners	48%		No	54%
Students with disabilities	45%		No	51%
Economically disadvantaged	54%		No	59%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	59%	60%
Students scoring at or above Achievement Level 4	49	31%	32%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	19	90%	90%

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	59	22%	26%
Students scoring at or above Achievement Level 4	53	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		48%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	200	35%	36%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	160	15%	16%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	56	36%	37%
Completion rate (%) for CTE students enrolled in *accelerated* courses		93%	94%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators		0%	0%
CTE teachers holding appropriate industry certifications	3	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	104	12%	11%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	8	1%	1%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	128	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	63	7%	6%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Riviera Middle will be using the Parental Involvement Plan to meet this requirement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Data shows that 55% of the students scored at level 3 or above on the 2013 Reading FCAT 2.0 or at Level 4-6 on the 2013 Reading FAA .Our goal is to increase by 9 percentage points to 64%.

G2.   The results of the FCAT 2012-2013 FCAT Writing Test and on the 2013 FAA Indicate that 48% of students scored level 3.5 or higher.Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

G3.   The results of the 2012-13 FCAT Mathematics Test indicates that our students scored 50% and above on the 2013 FCAT 2.0 Mathematics. Our goal on the 2014 FCAT Exam is for 60% of students to score at Level 3 or above, an increase of 10 percentage points.

G4.   The 2013 performance data indicates that 96% of students participated in acceleration exams and 92% of those students taking the exams achieved proficiency. Our goal for 2014 is to maintain student participation and increase student performance.

G5.   Data from the 2013 Algebra EOC indicates that 59% of students scored at Level 3 and 31% score at Level 4 or 5. Our goal for the 2014 Algebra EOC is to increase the percent of students scoring at Level 3 by one percent and levels 4-5 one percent to 32%.

G6.   According to the Geometry EOC 10% of students scored at Level 3 and 90% scored at Level 4 - 5. Our goal for the 2014 Geometry EOC is to maintain the percent of students scoring at Level 3 and maintain the percent of students scoring at Level 4-5.

G7.   Data shows that 22% of the 8th grade students scored at level 3 or above on the 2014 Science FCAT or at Level 4-6 on the 2013 Science FAA .Our goal is to increase by 4 percentage points to 26%.

G8.   Increase the number of students participating in STEM related activities and competitions from 35% to 36%.

G9.   During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G10.   Results of the 2013 Civics Baseline Assessment indicates that 2% of the students achieved level 3 proficiency. Our goal is to increase the percentage of students achieving Level 3 proficiency by the end of the Winter Interim to 50% proficiency.

G11.   Our goal at Riviera Middle is to identify at-risk students and apply the Early Warning system indicators so that intervention and support can be provided in a timely manner.

Goals Detail

G1. Data shows that 55% of the students scored at level 3 or above on the 2013 Reading FCAT 2.0 or at Level 4-6 on the 2013 Reading FAA .Our goal is to increase by 9 percentage points to 64%.

Targets Supported

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

Resources Available to Support the Goal

- Department Chairs

- Team Leaders

- Support from the Language Arts Department

- Support from the Administration

- Professional Development on Early Release Days

- Professional Development on Professional Development Days

- Professional Development offerred from the District

- Pacing Guides

- McDougall Littell Literature Series

- Accelerated Reading

Targeted Barriers to Achieving the Goal

- The ELL and ED subgroup did not make AMO for 2013. The area of deficiency as noted on the FCAT 2013 2.0 Reading Assessment was:Reading Application (Reporting Category 2). Our target is to increase the ELL proficiency from 25% in 2013 to 48% an increase of 23 percentage points. Our target for the ED subgroup is from 52% in 2013 to 62% proficiency an increase of 10 percentage points for 2014.

- The SWD subgroup did not make AMO for 2013. The area of deficiency as noted on the FCAT 2013 2.0 Reading Assessment was:Literary Analysis Fiction and Nonfiction (Reporting Category 3). Our target for 2014 is to increase performance to 49%, an increase of 10 percentage points.

- Performance Data for students scoring at Level 3 (28%) on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 Reading Application.Our Target is to increase performance to 35%, an increase of 7 percentage points for 2014.

- Performance Data for students scoring at Level 4-5 (26%) on the 2013 FCAT 2.0 indicate that there is a deficincy in Reporting Category 3: Literature Analysis-Fiction/Nonfiction. Our target is to increase performance to 29%,an increase of 3 percentage points for 2014.

- Performance Data for FAA Level 4-6 students (31%) indicate that there is a deficiency in Vocabulary. Our target for 2014t is to increase performance to 34%, an increase of 3 percentage points.

- Performance Data for FAA Level 7-9 students (29%) indicate that there is a deficiency in Vocabulary. Our target for 2014 is to increase performance to 30%, an increase of one percentage points.

- Performance Data for Reading Learning Gains in all students (66%) indicate , that there is a deficiency in Reporting Category 1: Vocabulary. Our target for 2014 is to increase performance to 69% an increase of 3 percentage points.

- Performance Data for Learning Gains for the Lowest 25% (FCAT Students only) (71%) shows that there is a deficiency in Reporting Category 1: Vocabulary. Our target for 2014 is to increase performance to 74%, an increase of 3 percentage points.

- The result of the 2013 Cella indicate that 39% of the students achieved proficiency on the Listening/Speaking since-students inability to use multiple strategies to develop grade appropriate vocabulary. Our target for 2014 is to increase performance to 45%, an increase of 6 percentage points.

- The result of the 2013 Cella indicate that 22% of the students achieved proficiency on the Reading portion. Our target for 2014 is to increase performance to 30%, an increase of 8 percentage points.

- The results of the 2013 Cella Writing Test indicate that 26% of the students achieved proficiency. .The area of deficiency is development of support, word choice, and grammar skills based on their limited exposure to the English Language. Our target is to increase performance to 33% proficiency, an increase of 7 percentage points.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
LLT Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Improved performance on Interim Assessments 2014 FCAT 2.0, 2014 FAA

G2. The results of the FCAT 2012-2013 FCAT Writing Test and on the 2013 FAA Indicate that 48% of students scored level 3.5 or higher.Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers
- Department Chairs
- Administration
- Team Leaders
- Pacing Guides
- Professional Development from the District
- Write to Learn-Technology
- visual aids to organize and record information,
- variety of writing samples
- anchor papers
- mentor texts
- Department Chairs-Language Arts

Targeted Barriers to Achieving the Goal
- The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support their claims. Claims that have logical reasoning, with relevant and accurate data and evidence to support an argument.
- Students who score on the FAA 4 and above need multiple experience in writing.

Plan to Monitor Progress Toward the Goal

Review data trends. Data chats will be conducted after each Interim Assessment. Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative-School site or District Interim Assessments Summative-results of the 2014 FCAT Writing 2.0 and the Writing 2014 FAA

G3. The results of the 2012-13 FCAT Mathematics Test indicates that our students scored 50% and above on the 2013 FCAT 2.0 Mathematics. Our goal on the 2014 FCAT Exam is for 60% of students to score at Level 3 or above, an increase of 10 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Interim assessments

- Data Chats

- Pacing Guide

- Department Chairs

- Team Leaders

Targeted Barriers to Achieving the Goal

- The Asian subgroup did not meet the District's target goal for the 2012-13 school year. The 2013 data performance was 75% proficiency. The targeted goal for 2014 is 93% proficiency, an increase of 18%. This group's weakest area on the 2013-14 Baseline Assessment is Geometry and Measurements.

- The Hispanic and ELL sub-groups did not meet the District's target goal for the 2012-13 school year. The 2013 data performance shows 49% proficiency for the Hispanic subgroup and 28% proficiency for the ELL subgroup. The targeted goal for 2014 is 59& proficiency for the Hispanic subgroup and 54% proficiency for the ELL subgroup. By incorporation of strategies these subgroups will increase their percentage of gains.

- The SWD and ED sub-groups did not meet the District's target goal for the 2012-13 school year. The 2013 data performance shows 34% proficiency for the SWD subgroup and and 49% proficiency for the ED subgroups. The 2014 targeted goal for 2014 is 51% proficiency and 59% proficiency for the ED subgroup.By incorporation of strategies these subgroups will increase their percentage gains..

- According to the results of the 2013 FCAT Mathematics Test indicate that 24% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 41% proficiency.

- The results of the 2013 FCAT Mathematics Test indicate that 12% of the students achieved Level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Level 4 and 5 student proficiency to 19%..

- The results of the 2013 FAA Mathematics Test indicate that 33% of the students scored level 4 - 6. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 4 - 6 by 3 percentage points to 36%.

- The results of the 2013 FAA Mathematics Test indicate that 23% of the students scored level 7-9. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 7-9 by 1 percentage points to 24%.

- The results of the 2013 FCAT Mathematics Test indicate that 59% of the students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains by 4 percentage points to 63%.

- Goal: The results of the 2013 FCAT Mathematics Test indicate that 58% of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase learning gains by 4 percentage points to 62.%.

Plan to Monitor Progress Toward the Goal

Performance on progress monitoring assessments.

Person or Persons Responsible
Literacy and Administrative Teams.

Target Dates or Schedule:
August 2013 - ongoing.

Evidence of Completion:
Formal Assessments and student performance on Summative Assessments - 2014 FCAT 2.0

G4. The 2013 performance data indicates that 96% of students participated in acceleration exams and 92% of those students taking the exams achieved proficiency. Our goal for 2014 is to maintain student participation and increase student performance.

Targets Supported

Resources Available to Support the Goal
- iprep Math
- FCAT Exporer
- GIZMO
- Department Chairs
- Pacing Guides

Targeted Barriers to Achieving the Goal
- Student readiness is the most significant barrier in increasing participation in middle school acceleration courses.

Plan to Monitor Progress Toward the Goal

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards

Person or Persons Responsible
MTSS

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Results of the Algebra, and Geometry 2014 EOC , Benchmark Assessments

G5. Data from the 2013 Algebra EOC indicates that 59% of students scored at Level 3 and 31% score at Level 4 or 5. Our goal for the 2014 Algebra EOC is to increase the percent of students scoring at Level 3 by one percent and levels 4-5 one percent to 32%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Technology- computer base

- Khan Academy

- Pearson Algebra 1 Honors Gold Textbook

- Florida FOCUS

- Smartboards

- GIZMOS

- Mathematics Teachers

Targeted Barriers to Achieving the Goal

- The results on the 2013 Algebra 1 EOC test, indicates that 59% of the students scored achievement level 3.Our goal for 2014 is to increase performance to 60%.

- .The results on the 2013 Algebra 1 EOC test, indicates that 31% of the students scored achievement level 4 - 5. Our goal for 2014 is to increase performance to 32%.

Plan to Monitor Progress Toward the Goal

Using the FCIM, student progress will be monitored and instruction will be adjusted as needed

Person or Persons Responsible
RTI Leadership team and administrative team.

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improved performance on Interim Assessments and on the 2014 Algebra 1 EOC.

G6. According to the Geometry EOC 10% of students scored at Level 3 and 90% scored at Level 4 - 5. Our goal for the 2014 Geometry EOC is to maintain the percent of students scoring at Level 3 and maintain the percent of students scoring at Level 4-5.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Khan Academy,
- Technology- computer base

Targeted Barriers to Achieving the Goal
- Students lack of exposure using hands-on activities. The use of computerized math programs with graphics of three-dimensional figures and surfaces could prevent students from achieving the goal above.

Plan to Monitor Progress Toward the Goal

Progress Monitoring and Data Assessment Reports

Person or Persons Responsible
Administration and Leadership team

Target Dates or Schedule:
August 2013 - ongoing

Evidence of Completion:
Formal assessments such as FCAT Mathematics Exam.

G7. Data shows that 22% of the 8th grade students scored at level 3 or above on the 2014 Science FCAT or at Level 4-6 on the 2013 Science FAA .Our goal is to increase by 4 percentage points to 26%.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Science Teachers
- Science Department Chairs
- Leadership Team
- Pacing Guide
- PD by the District
- GIZMOS
- DISCOVERY LEARNING
- FCAT EXPLORER
- Labs

Targeted Barriers to Achieving the Goal
- Students Scoring at Achievement Level 3 for 2013 was 22% the expected level of performance for 2014 is 26% which is an increase of 4 percentage points.As noted on the 2013 administration of the Science FCAT 2.0, the limitation for students at level 3 is found in the reporting category 3: Physical Science.

- Students Scoring at or above Achievement Level 4-5 for 2013 was 20% the expected level of performance for 2014 is 22% which is an increase of 2 percentage points.As noted on the 2013 administration of the Science FCAT 2.0, there is a limitation for students in Levels 4 and 5 in the reporting category 1: Nature of Science.

- Students Scoring at Levels 4, 5, 6 on the Florida Alternative Assessment was 42% for 2013, the expected level of performance for 2014 is 43% an increase of 1 percentage point.

- Students Scoring at or above Level 7 on the Science Florida Alternative Assessment was 47 percentage point for 2013, the expected level of performance for 2014 is 48% an increase of 1 percentage.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data reports will be reviewed. Data chats will be conducted after each Interim Assessment. Department meetings will be conducted to obtain teacher feedback on effectiveness of strategies

Person or Persons Responsible
LLT Science Department Head SPED Department Head

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Pre- progress-posttest/Interim and /or Parallel Assessments FCAT Explorer Assessments Summative: 2014 FCAT 2.0 Science Assessment or results of the 2014 Science FAA

G8. Increase the number of students participating in STEM related activities and competitions from 35% to 36%.

Targets Supported

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Elective Chairperson

- Administration

- Science Chairperson

- Dream in Green

- Fairchild Challenge

- Dream of the Future

- Master Tools

Targeted Barriers to Achieving the Goal

- In order to emphasize and engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

- In order to engage students in participating in STEM related activities we need to increase the number of STEM related experiences.

Plan to Monitor Progress Toward the Goal

The STEM team and Coordinator/ Administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions. ongoing Analysis of IFC and data related

Person or Persons Responsible
MTSS

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC).

G9. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Career Elective courses pamphlets

Targeted Barriers to Achieving the Goal

- Increase student awareness; of the variety and availability of career and technical education choices and programs in order to increase enrollment in CTE courses

- Increase the enrollment of CTE students in accelerated courses.

- CTE teachers require further knowledge of objectives and/or testing procedures.

Plan to Monitor Progress Toward the Goal

Ongoing classroom assessment and observation by MTSS, CTE Teacher, and Electives Department Chair to monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of assessment data including baseline, practice or readiness tests

Person or Persons Responsible

CTE Teachers RTI/MTSS

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved enrollment of students in CTE courses and advanced placement courses.

G10. Results of the 2013 Civics Baseline Assessment indicates that 2% of the students achieved level 3 proficiency. Our goal is to increase the percentage of students achieving Level 3 proficiency by the end of the Winter Interim to 50% proficiency.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Civics Teachers
- Language Arts Teachers
- Professional Development from the District
- Administration
- Pacing Guide
- Department Chairs
- graphs
- charts
- maps
- timelines
- primary and secondary resources

Targeted Barriers to Achieving the Goal

- Students have difficulty transferring writing and language arts skills to understanding the history of the American system of government and politics.

Plan to Monitor Progress Toward the Goal

Interim Assessments

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative:school generated mini benchmarks and District assessments Summative:2014 Civics EOC

G11. Our goal at Riviera Middle is to identify at-risk students and apply the Early Warning system indicators so that intervention and support can be provided in a timely manner.

Targets Supported

- CTE

- EWS - Middle School

Resources Available to Support the Goal

- Teachers

- Administrators

- Counselors

- Code of Student Conduct

- Discipline Procedures

- attendance bulletin

- attendance incentives

- behavior referrals

- report cards

- progress reports

Targeted Barriers to Achieving the Goal

- Increase in student attendance from 12% in 2013 to !!% targeted decrease in 2014. This will be done by decreasing the number of students who missed 10% or more of available instructional time.

- Students who receive two or more referrals that lead to suspension will be decreased from 7% in 2013 to 6% in 2014. Students who receive one two or more referrals will be decreased from 15% in 2013 to 14% in 2014.

- Students who failed an English Language Arts Course in 2013 was 1% our target for 2014 is to maintain or decrease to 0%. Students who fail two or more courses in any subject in 2013 was 0%. Our goal for 2014 is to maintain our 0% of students failing two courses.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS/RTI TEAM

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Improved performance on student achievement, 2014 FCAT 2.0, a decreased percentage of students missing available instructional time, and a decrease of student referrals and suspensions.

Action Plan for Improvement

Problem Solving Key

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

G1. Data shows that 55% of the students scored at level 3 or above on the 2013 Reading FCAT 2.0 or at Level 4-6 on the 2013 Reading FAA .Our goal is to increase by 9 percentage points to 64%.

G1.B1 The ELL and ED subgroup did not make AMO for 2013. The area of deficiency as noted on the FCAT 2013 2.0 Reading Assessment was:Reading Application (Reporting Category 2). Our target is to increase the ELL proficiency from 25% in 2013 to 48% an increase of 23 percentage points. Our target for the ED subgroup is from 52% in 2013 to 62% proficiency an increase of 10 percentage points for 2014.

G1.B1.S1 Utilize graphic organizers , summarization activities, text marking, and anchoring conclusions back to the text

Action Step 1

Teacher will utilize graphic organizers (e.g., note taking, mapping), summarization activities, text marking (e.g., making margin notes, highlighting), and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Teacher will have students apply these strategies to a variety of texts.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work

Action Step 2

Teacher will use

Person or Persons Responsible

Lanuage Arts teachers, and ESOL teachers,

Target Dates or Schedule

Evidence of Completion

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

Formal and informal classroom observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student's work

Plan to Monitor Effectiveness of G1.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B1.S2 The ELL and ED students who are not making progress as indicated on the Winter Interim will be pulled from Homeroom in order to work on their lowest benchmarks.

Action Step 1

ELL and ED students who are not making progress as shown by the Winter Interim have been identified and will receive interventions during Homeroom using the Technology program Teen Blz.

Person or Persons Responsible

ELL Teachers ELL Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Formal and Informal Classroom Observations

Person or Persons Responsible

LLT/Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B1.S2

Monitor students' progress through informal and formal assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

G1.B2 The SWD subgroup did not make AMO for 2013. The area of deficiency as noted on the FCAT 2013 2.0 Reading Assessment was:Literary Analysis Fiction and Nonfiction (Reporting Category 3). Our target for 2014 is to increase performance to 49%, an increase of 10 percentage points.

G1.B2.S1 Students have limited exposure to literary elements and figurative language.

Action Step 1

Practice reducing textual information to key points to make comparisons across texts. Students will become more familiar with comparing and contrasting in and across a variety of genres, Analyze how author's choices concerning how to structure a text, order events within it and manipulate time create mystery, tension or surprise. Recognize implicit meaning or details that support inference skills.

Person or Persons Responsible

LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Students will use I-Ready program

Person or Persons Responsible

LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

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

Formal and Informal Classroom Observations

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B2.S1

Monitor students' progress through informal and formal assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

G1.B2.S2 SWD Students are receiving intervention during their elective period.

Action Step 1

Intervention Activities using the IReady program targeting the students' weakest benchmarks.

Person or Persons Responsible

Reading Coach, Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Classroom walkthroughs and Lesson plans

Person or Persons Responsible

LLT/ Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples, Technology Report/IReady Performance Report

Plan to Monitor Effectiveness of G1.B2.S2

Classroom Walkthroughs, Lesson Plans

Person or Persons Responsible

LLT, Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, I Ready Performance Reports

G1.B3 Performance Data for students scoring at Level 3 (28%) on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 Reading Application.Our Target is to increase performance to 35%, an increase of 7 percentage points for 2014.

G1.B3.S1 Provide students with the opportunity to practice using and identifying details from the passage to determine main idea, plot, and purpose.

Action Step 1

Teacher will have students practice using and identifying details from the passage to determine main idea, plot, and purpose. Teacher will give students practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.'

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Teachers will have students on the IReady program

Person or Persons Responsible

LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Work

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

Classroom Walkthroughs, Lesson plans

Person or Persons Responsible

MTSS/RTI TEAM Leadership Team Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student's work

Plan to Monitor Effectiveness of G1.B3.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT/RTI Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B3.S2 Students who have not have not met proficiency on the Fall and Winter Interim will be pulled from electives for interventions.

Action Step 1

Intervention activities using the IReady technology program targeting the students' weakenest benchmarks.

Person or Persons Responsible

Reading Coach, LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work Samples

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Classroom Walkthroughs, Lesson Plans, IReady Performance Reports

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples

Plan to Monitor Effectiveness of G1.B3.S2

Classroom Walkthroughs, Lesson Plans

Person or Persons Responsible

LLT, Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, IReady Reports

G1.B4 Performance Data for students scoring at Level 4-5 (26%) on the 2013 FCAT 2.0 indicate that there is a deficincy in Reporting Category 3: Literature Analysis-Fiction/Nonfiction. Our target is to increase performance to 29%,an increase of 3 percentage points for 2014.

G1.B4.S1 Practice reducing textual information to key points ; comparing and contrasting in and across a variety of genres; analyze how an author's choices concerning how to structure a text, order events within it , manipulate time and create such effects such as mystery, tension, or surprise.

Action Step 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts. Teachers will also have students become more familiar with comparing and contrasting in and across a variety of genres. They will also help students analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or mystery

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

Language Arts Department Chair

Participants:

LA Teachers, Reading Teachers, Social Studies Teachers

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

Formal and informal classroom observations, classroom walkthroughs

Person or Persons Responsible

MTSS/RtI Leadership Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work

Plan to Monitor Effectiveness of G1.B4.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

G1.B4.S2 Students who have not performed well on the Winter Interim in Reading will be pulled from an elective for Intervention using the IReady program

Action Step 1

I Ready Program will be used in order to monitor student progress.

Person or Persons Responsible

LA Teachers/Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Classroom Walkthroughs

Person or Persons Responsible

LLT. Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B4.S2

Classroom Walkthourgh, System Reports

Person or Persons Responsible

Administrative Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

G1.B5 Performance Data for FAA Level 4-6 students (31%) indicate that there is a deficiency in Vocabulary. Our target for 2014t is to increase performance to 34%, an increase of 3 percentage points.

G1.B5.S1 Vocabulary should be introduced to students with pictures and print as well as guiding them to read fiction and nonfiction and informational text to identify the differences.

Action Step 1

Vocabulary introduced to students with pictures guiding them to read fiction, nonfiction and informational text to identify the differences

Person or Persons Responsible

SPED Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work

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

Formal and informal classroom observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' work

Plan to Monitor Effectiveness of G1.B5.S1

Monitor students' progress through informal and formal assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Improved Student Performance in on site made test and teacher observation

G1.B6 Performance Data for FAA Level 7-9 students (29%) indicate that there is a deficiency in Vocabulary. Our target for 2014 is to increase performance to 30%, an increase of one percentage points.

G1.B6.S1 Students who consistently meet benchmarks require enrichment activities to ensure an appropriate level of challenge.

Action Step 1

Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.

Person or Persons Responsible

SPED Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student portfolio

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

Formal and informal classroom observations

Person or Persons Responsible

LLT/SPED Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, student portfolio

Plan to Monitor Effectiveness of G1.B6.S1

Monitor students' progress through informal and formal assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

G1.B7 Performance Data for Reading Learning Gains in all students (66%) indicate , that there is a deficiency in Reporting Category 1: Vocabulary. Our target for 2014 is to increase performance to 69% an increase of 3 percentage points.

G1.B7.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

Teacher will develop lessons in which students will learn how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Formal and informal classroom observations

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B7.S1

Monitor students' progress through informal and formal assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

G1.B7.S2 Students' who have not mastered proficiency in the Fall and Winter Interims will be pulled from Homeroom and electives for interventions.

Action Step 1

Intervention activities using the IReady program targeting the stuents' weakest benchmark.

Person or Persons Responsible

Reading Coach and LA teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Classroom Walkthroughs and lesson Plans

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B7.S2

Classroom Walkthroughs, Lesson Plans

Person or Persons Responsible

LLT, Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples

G1.B8 Performance Data for Learning Gains for the Lowest 25% (FCAT Students only) (71%) shows that there is a deficiency in Reporting Category 1: Vocabulary. Our target for 2014 is to increase performance to 74%, an increase of 3 percentage points.

G1.B8.S1 Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings

Action Step 1

Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments

Facilitator:

Language Arts Department Chair

Participants:

Teachers

Action Step 2

Reading Interventions during electives using the I-Ready program

Person or Persons Responsible

Teachers, Reading Coach, LA Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work

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

Formal an informal classroom observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of vocabulary concepts with increasing proficiency.

Plan to Monitor Effectiveness of G1.B8.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

G1.B8.S2 Sstudents who are not showing progress when compared to the Fall and Winter Interim are being pulled from electives for Reading Interventions

Action Step 1

Intervention activities using the IReady program trageting the students' weakest benchmarks

Person or Persons Responsible

Reading Teachers and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Sample

Plan to Monitor Fidelity of Implementation of G1.B8.S2

Classroom Walkthroughs and Lesson Plans

Person or Persons Responsible

LLT and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, Technology Report/IReady Performance Report

Plan to Monitor Effectiveness of G1.B8.S2

Classroom Walkthroughs, Lesson Plans

Person or Persons Responsible

LLT, Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, IReady Reports

G1.B9 The result of the 2013 Cella indicate that 39% of the students achieved proficiency on the Listening/ Speaking since-students inability to use multiple strategies to develop grade appropriate vocabulary. Our target for 2014 is to increase performance to 45%, an increase of 6 percentage points.

G1.B9.S1 Substitution, Expansion, Paraphrase, and Repetition as well as vocabulary word maps, word walls, instruction in different levels of content specific words, and read for a variety of texts.

Action Step 1

Teachers will use Substitution, Expansion, Paraphrase, and Repetition as well as vocabulary word maps, word walls, instruction in different levels of content specific words, and read for a variety of texts.

Person or Persons Responsible

ELLTeachers, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

Esol Department Chair

Participants:

Teachers

Action Step 2

Teachers will use Teen Biz and other technology during Homeroom in ordeer to address the needs of the ELL students

Person or Persons Responsible

ELL Teachers ELL Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

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

Classroom visits to monitor student work.

Person or Persons Responsible

LLT MTSS/RTI Team Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B9.S1

Monitor students' progress through informal and formal assessment

Person or Persons Responsible

MTSS/RTI and Leadership Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B9.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B10 The result of the 2013 Cella indicate that 22% of the students achieved proficiency on the Reading portion. Our target for 2014 is to increase performance to 30%, an increase of 8 percentage points.

G1.B10.S1 How and when to use graphic organizers and will model correct usage. -Teachers will practice with students and how to apply specific reading strategies to a wide variety of texts.

Action Step 1

Teachers will teach how and when to use graphic organizers and will model correct usage. Teachers will practice with students how to apply specific reading strategies to a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

LA Arts Department Chair and ESOL Dept Chair

Participants:

LA and ESOL Teachers

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

.Formal and informal classroom observations

Person or Persons Responsible

LLT/RTI Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B10.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT/RTI Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments

G1.B10.S2 ELL students who are not meeting Proficiency will be pulled during Homeroom for intervention,

Action Step 1

Intervention Activities will be used using Teen Biz targeting the lowest Benchmarks of the stuents.

Person or Persons Responsible

ESOL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Classroom Walkthroughs, lesson Plans

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G1.B10.S2

Classroom Walkthoroughs, Lesson Plans, Teen Biz Reports

Person or Persons Responsible

LLT, Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

G1.B11 The results of the 2013 Cella Writing Test indicate that 26% of the students achieved proficiency. .The area of deficiency is development of support, word choice, and grammar skills based on their limited exposure to the English Language. Our target is to increase performance to 33% proficiency, an increase of 7 percentage points.

G1.B11.S1 Use Model texts, words walls, Spelling Strategies,Process Writing and Graphics Organizers which develop support, word choice, and grammar skills to expose students to the English Language.

Action Step 1

Teachers will use model texts, words walls, Spelling Strategies,Process Writing and Graphics Organizers to develop support, word choice, and grammar skills to expose themselves to the English Language.

Person or Persons Responsible

Teachers ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

ESOL Dept. Chair. Language Arts Dept, Chair

Participants:

ALL Teachers ELL Teachers LA Teachers Reading Teachers

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

Formal and informal classroom visits.

Person or Persons Responsible

LLT/RTI Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Stuent's Work

Plan to Monitor Effectiveness of G1.B11.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT/RTI Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G2. The results of the FCAT 2012-2013 FCAT Writing Test and on the 2013 FAA Indicate that 48% of students scored level 3.5 or higher.Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

G2.B1 The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support their claims. Claims that have logical reasoning, with relevant and accurate data and evidence to support an argument.

G2.B1.S1 Provide a variety of instructional strategies and activities that include introducing a claim about a topic, acknowledge and distinguish the claim from opposing claims, organize the evidence logically and support the claim.

Action Step 1

Students will analyze the text and synthesize the information to support their argument. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

Action Step 2

Students will analyze mentor text and anchor papers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work

Facilitator:

LA Department Chair

Participants:

Teachers

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

Following the FCIM model, walk through and classroom observations will be conducted.

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, and observations

Plan to Monitor Effectiveness of G2.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT/RTI Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G2.B2 Students who score on the FAA 4 and above need multiple experience in writing.

G2.B2.S1 Teachers will incorporate writing strategies using visuals in order to facilitate using appropriate topic to sentences.

Action Step 1

During instruction, students will engage in writing across the curriculum that is focused on the development of main ideas and support details

Person or Persons Responsible

SPED Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Journals, classroom walkthroughs

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

Classroom walkthroughs, Lesson plans

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, Portfolios

Plan to Monitor Effectiveness of G2.B2.S1

Classroom walkthroughs, Lesson Plans

Person or Persons Responsible

LLT, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

G3. The results of the 2012-13 FCAT Mathematics Test indicates that our students scored 50% and above on the 2013 FCAT 2.0 Mathematics. Our goal on the 2014 FCAT Exam is for 60% of students to score at Level 3 or above, an increase of 10 percentage points.

G3.B1 The Asian subgroup did not meet the District's target goal for the 2012-13 school year. The 2013 data performance was 75% proficiency. The targeted goal for 2014 is 93% proficiency, an increase of 18%. This group's weakest area on the 2013-14 Baseline Assessment is Geometry and Measurements.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement

Action Step 1

Students will be given the opportunity to develop exploration and inquiry activities in order to maintain and or increase understanding.

Person or Persons Responsible

RtI Leadership Team and Mathematics department chairperson.

Target Dates or Schedule

August 2013 - Ongoing.

Evidence of Completion

Lesson plan and student work folders.

Action Step 2

Teacher incorporates higher order questioning strategies during classroom lessons, to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

Person or Persons Responsible

RtI Leadership Team and Administrative Team.

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

RtI Leadership Team will monitor and adjust academic goals utilizing teacher feedback on student skills attainment and mini-assessments from informal and tutorial assessments.

Facilitator:

Mathematics Department Chair

Participants:

Mathematics Teachers

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

Conduct classroom walkthroughs to ensure higher order questioning strategies are being used.

Person or Persons Responsible

RTI and Administrative team.

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

Student work samples and lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Teacher made tests and Topic Assessments.

Person or Persons Responsible

RtI, Leadership Team, and Administrative team

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

Student work folders and lesson plans.

G3.B1.S2 Homeroom intervention activities using the IReady program targeting the students' weakest benchmarks.

Action Step 1

Math teachers will implement homerrom intervention activites using the IReady Program

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Classroom walkthroughs and lesson plans

Person or Persons Responsible

LLT, Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, Technology report/IReady Performance Report

Plan to Monitor Effectiveness of G3.B1.S2

Classroom walkthroughs, Lesson Plans

Person or Persons Responsible

LLT, Department Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work Samples, IReady Reports

G3.B2 The Hispanic and ELL sub-groups did not meet the District's target goal for the 2012-13 school year. The 2013 data performance shows 49% proficiency for the Hispanic subgroup and 28% proficiency for the ELL subgroup. The targeted goal for 2014 is 59& proficiency for the Hispanic subgroup and 54% proficiency for the ELL subgroup. By incorporation of strategies these subgroups will increase their percentage of gains.

G3.B2.S1 Increase use of manipulatives to drive instruction through homeroom intervention, student work and bell-ringers.

Action Step 1

Homeroom intervention activities.

Person or Persons Responsible

Administrative Team and ESOL Chair.

Target Dates or Schedule

August 2013 - ongoing.

Evidence of Completion

Student work samples.

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

Lesson Plans and participation in collaborative meetings.

Person or Persons Responsible

ESOL chair and Administrative Team.

Target Dates or Schedule

August 2013 - ongoing.

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of G3.B2.S1

Observe in-class instruction for use of ESOL strategies and manipulatives.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013 - ongoing.

Evidence of Completion

Student work samples.

G3.B2.S2 Homeroom Interventions on a daily basis have been implemented targeting the weekest benchmarks using the I Ready program.

Action Step 1

Homeroom Intervention activities using the IReady program targeting the students' weakest benchmarks.

Person or Persons Responsible

Math teachers Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Sample

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Classroom Walkthroughs, Lesson plans

Person or Persons Responsible

LLT, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, Technlogy Report/I Ready Performance Report

Plan to Monitor Effectiveness of G3.B2.S2

Classroom Walkthroughs, Lesson Plans

Person or Persons Responsible

LLt, Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Studnent Work. IReady Reports

G3.B3 The SWD and ED sub-groups did not meet the District's target goal for the 2012-13 school year. The 2013 data performance shows 34% proficiency for the SWD subgroup and and 49% proficiency for the ED subgroups. The 2014 targeted goal for 2014 is 51% proficiency and 59% proficiency for the ED subgroup.By incorporation of strategies these subgroups will increase their percentage gains..

G3.B3.S1 Increase use of Differentiated instruction in the classroom, focusing on our SWD and ED students' needs.

Action Step 1

SPED Chair will provide teachers with Professional Development that focuses on students' accommodations, inclusive practices and differentiated instruction.

Person or Persons Responsible

SPED Chair and Administrative Team.

Target Dates or Schedule

August 2013 - ongoing.

Evidence of Completion

Professional Development agenda, sign-in sheets and hand-outs.

Facilitator:

SPED Chair

Participants:

Math teachers.

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

Ensure occurrence of differentiated instruction and inclusive practices.

Person or Persons Responsible

RTI Leadership Team

Target Dates or Schedule

August 2013 - ongoing.

Evidence of Completion

Student work folders and lesson plans.

Plan to Monitor Effectiveness of G3.B3.S1

Monitor students with disabilities in Mathematics class to ensure they are receiving appropriate accommodations during whole group and DI.

Person or Persons Responsible

RTI, Leadership and Administrative Teams.

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

Lesson Plans, student work folders and Interim Assessment Data

G3.B3.S2 Homeroom Intervention using the IREADY Program

Action Step 1

Homeroom and elective intervention activities targeting the students' weakest benchmarks

Person or Persons Responsible

Math Teachers Math interventionist Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work/IReady Report showing student's progress

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Classroom Walkthroughs

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

IReady Report showing student progress

Plan to Monitor Effectiveness of G3.B3.S2

Teacher made tests and Topic Assessments

Person or Persons Responsible

RTI Team, Leadership Team, and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work folders, IReady Reports.

G3.B4 According to the results of the 2013 FCAT Mathematics Test indicate that 24% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 41% proficiency.

G3.B4.S1 Increase the amount of higher complexity questioning strategies to promote critical and creative thinking for a deeper understanding of the content. Implement collaborative meetings as an opportunity for teachers to plan and share best practices, plan for the integration of links to learn from geometry software and manipulatives. Students will be given the opportunity to develop exploration and inquiry activities in order to maintain and or increase understanding.

Action Step 1

The Mathematics Chair will model the effective techniques for probing and encouraging student accountable talk and discourse. The teachers will develop higher order thinking questions.

Person or Persons Responsible

Math department chair and administrative team.

Target Dates or Schedule

From August 2013 - Ongoing

Evidence of Completion

Walk-throughs, lesson plans and journals.

Facilitator:

Math Department Chair

Participants:

Math Teacher

Action Step 2

Utilize collaborative meetings to define rigor as delineated by the common core state standards. (Fluency, Deep Understanding, Model, Apply, and Dual Intensity)

Person or Persons Responsible

Math department chair and administrative team.

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Walk-throughs, lesson plans and journals.

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

Conduct classroom walk-throughs and check lesson plans for evidence of higher order thinking questions and activities that requires critical thinking strategies.

Person or Persons Responsible

Leadership team and administrative team.

Target Dates or Schedule

From August 2013 - Ongoing

Evidence of Completion

Student mathematics journals and work samples. Lessons plans with HOT essential questions and exit slips. Student responses to HOT questions in their journals.

Plan to Monitor Effectiveness of G3.B4.S1

In-class instructions for evidence of higher complexity questioning strategies and questions. Observe students applying critical thinking skills to solve complex problems.

Person or Persons Responsible

Leadership team and administrative team.

Target Dates or Schedule

August 2013 - Ongoing.

Evidence of Completion

Graded student work with corrective feedback. Student answering progressively complex problems with justification and accuracy.

G3.B5 The results of the 2013 FCAT Mathematics Test indicate that 12% of the students achieved Level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Level 4 and 5 student proficiency to 19%..

G3.B5.S1 Increase high levels of complexity questioning strategies to promote critical and creative thinking for a deeper understanding of the content.

Action Step 1

During collaborative meetings, teachers will development higher order thinking questions and the Mathematics chair will model the effective techniques for probing and encouraging student accountable talk and discourse.

Person or Persons Responsible

Mathematics Chair, Mathematics Teachers,Administrative team and RTI Team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Collaborative meetings agendas and sign-in sheets.

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

During classroom walkthrough, we will monitor the instruction for infusion of higher order thinking questions and strategies that promote critical thinking. Check for understanding strategies..

Person or Persons Responsible

Administrative team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Student work folders.Lesson plans and data binder.

Plan to Monitor Effectiveness of G3.B5.S1

Students engagement during instruction and their ability to solve progressively challenging problems independently.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Ongoing from August 2013

Evidence of Completion

Students' work samples with corrective feedback for process and accuracy.

G3.B6 The results of the 2013 FAA Mathematics Test indicate that 33% of the students scored level 4 - 6. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 4 - 6 by 3 percentage points to 36%.

G3.B6.S1 The students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement. This is due to limited classroom opportunities to develop exploration and inquiry activities.

Action Step 1

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

Person or Persons Responsible

Math teachers

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Student work, and teacher feedback.

Action Step 2

The SPED chair will provide teachers with a Professional Development that will focus on Student Accommodations, Inclusive Practices and Differentiated Instruction.

Person or Persons Responsible

SPED Chairperson and Administrative Team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Professional development agendas, sign-in sheets, and handouts

Facilitator:

SPED Chairperson

Participants:

Math teachers

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

Conduct classroom walkthroughs and check lesson plans for SPED strategies and observe lesson for evidence of differentiated instruction. Observe students with disabilities in the learning environment to see if appropriate accommodations are given in class.

Person or Persons Responsible

Leadership and Administrative Teams.

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Student work folders and Lesson plans.

Plan to Monitor Effectiveness of G3.B6.S1

Monitor student with disabilities in their mathematics class to ensure they are receiving appropriate accommodations during whole group and DI.

Person or Persons Responsible

Administrative and Leadership Teams

Target Dates or Schedule

Ongoing from August

Evidence of Completion

Lesson plans, student work folders and mathematics

G3.B7 The results of the 2013 FAA Mathematics Test indicate that 23% of the students scored level 7-9. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 7-9 by 1 percentage points to 24%.

G3.B7.S1 Students must have continuous repetition/practice when learning math concepts.

Action Step 1

Continuous use of manipulative and technology.

Person or Persons Responsible

SPED teachers and administrative team.

Target Dates or Schedule

Ongoing from August 2013

Evidence of Completion

Student work folders and or Checklists

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

Conduct classroom walkthroughs to ensure all teachers are consistently effective in maintaining an environment that is conducive to learning and DI.

Person or Persons Responsible

Leadership and Administrative Teams.

Target Dates or Schedule

Ongoing from August 2013

Evidence of Completion

Lesson plans, students work folders and checklists.

Plan to Monitor Effectiveness of G3.B7.S1

Student work folders and checklists.

Person or Persons Responsible

Leadership and Administrative Teams.

Target Dates or Schedule

Ongoing from August 2013

Evidence of Completion

Lesson plans, student work folders and checklists.

G3.B8 The results of the 2013 FCAT Mathematics Test indicate that 59% of the students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains by 4 percentage points to 63%.

G3.B8.S1 Increase the use of data driven instruction.

Action Step 1

Increase the use of data driven instruction.

Person or Persons Responsible

Leadership and administrative teams.

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Lesson plans, data binders

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

Utilization of data to drive instruction.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Differentiated instruction and lesson plans.

Plan to Monitor Effectiveness of G3.B8.S1

Teacher utilization of data to drive instruction. Student engagement and performance on classwork and assessments.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Lessons plans for evidence of data utilization, student work.

G3.B8.S2 The use of the IReady program during homeroom intervention and electives

Action Step 1

Homeroom and elective Intervention activities using the IReady program targeting the students' lowest benchmarks.

Person or Persons Responsible

Math teachers and Math Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work samples, and Student's performance reports

Plan to Monitor Fidelity of Implementation of G3.B8.S2

Classroom Walkthroughs and lesson plans

Person or Persons Responsible

LLT/Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, technology reports/IReady Performance Report

Plan to Monitor Effectiveness of G3.B8.S2

Classroom Walkthroughs, lesson plans

Person or Persons Responsible

LLT, Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work, I Ready Reports

G3.B9 Goal: The results of the 2013 FCAT Mathematics Test indicate that 58% of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase learning gains by 4 percentage points to 62.%.

G3.B9.S1 Increase basic computational fluency skills that are needed to meet the fluency requirements of the common core at middle grade levels (procedural and algorithmic fluency).

Action Step 1

Increase students computational fluency skills.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Student work folders and lesson plans.

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

Conduct classroom walkthroughs and check lesson plans for the incorporation of fluency requirements.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Student work folders and lesson plans.

Plan to Monitor Effectiveness of G3.B9.S1

Students performance on informal assessments such as topic tests.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Data from the informal assessments.

G3.B9.S2 Increase the use of Flordia Focus targeting the weakest benchmarks through bellringers 3 times weekly.

Action Step 1

Students will be given bellringer activities that focus on their lowest benchmarks three times a week.by using Florida Fous

Person or Persons Responsible

Math Teachers Math Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Fidelity of Implementation of G3.B9.S2

classroom walkthroughs lesson plans

Person or Persons Responsible

Leadership team Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and Lesson plan

Plan to Monitor Effectiveness of G3.B9.S2

Student's work/Mini assessments

Person or Persons Responsible

Administrative team and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work folders

G4. The 2013 performance data indicates that 96% of students participated in acceleration exams and 92% of those students taking the exams achieved proficiency. Our goal for 2014 is to maintain student participation and increase student performance.

G4.B1 Student readiness is the most significant barrier in increasing participation in middle school acceleration courses.

G4.B1.S1 The MTSS team members will monitor the progress of students in advanced classes mastering grade level standards.

Action Step 1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and benchmark assessments.

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

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and benchmark assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and Benchmark Assessments

G5. Data from the 2013 Algebra EOC indicates that 59% of students scored at Level 3 and 31% score at Level 4 or 5. Our goal for the 2014 Algebra EOC is to increase the percent of students scoring at Level 3 by one percent and levels 4-5 one percent to 32%.

G5.B1 The results on the 2013 Algebra 1 EOC test, indicates that 59% of the students scored achievement level 3.Our goal for 2014 is to increase performance to 60%.

G5.B1.S1 Increase the use of technology.

Action Step 1

Teach algebra through the use of technology.

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

Ongoing.

Evidence of Completion

Teacher made test developed with exam view.

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

Teacher made tests, and topic assessments.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students' work folders, math journals, and logs.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom assignments and assessments that target the application of the skills taught.

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Interim assessments.

G5.B2 .The results on the 2013 Algebra 1 EOC test, indicates that 31% of the students scored achievement level 4 - 5. Our goal for 2014 is to increase performance to 32%.

G5.B2.S1 Increase the opportunity for enhancement for the level 4 - 5 students through projects.

Action Step 1

Assignment of challenging projects.

Person or Persons Responsible

Leadership team and administrative staff.

Target Dates or Schedule

August 2013 - Ongoing.

Evidence of Completion

Completed student projects.

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

Student completed projects.

Person or Persons Responsible

RTI leadership team and administrative team

Target Dates or Schedule

Ongoing from September 2013.

Evidence of Completion

Lesson plans and students projects.

Plan to Monitor Effectiveness of G5.B2.S1

Projects

Person or Persons Responsible

Leadership and administrative team.

Target Dates or Schedule

Ongoing from September 2013 through June 2014.

Evidence of Completion

Graded student projects and teacher feedback.

G6. According to the Geometry EOC 10% of students scored at Level 3 and 90% scored at Level 4 - 5. Our goal for the 2014 Geometry EOC is to maintain the percent of students scoring at Level 3 and maintain the percent of students scoring at Level 4-5.

G6.B1 Students lack of exposure using hands-on activities. The use of computerized math programs with graphics of three-dimensional figures and surfaces could prevent students from achieving the goal above.

G6.B1.S1 Increase opportunities for enrichment through project based learning.

Action Step 1

Person or Persons Responsible

Administration and Leadership team

Target Dates or Schedule

Ongoing from August 2013.

Evidence of Completion

Teacher made assessment, end of topic assessment and projects.

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

Projects

Person or Persons Responsible

Administration and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G6.B1.S1

District assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

Interim assessments and projects.

G6.B1.S2 Homeroom Interventions done twice a week targeting the lowest benchmarks.

Action Step 1

Winter Interim will be analyzed in order to identify the weekest benchmarks of the Geometry students. Students will be identified and intervention will take place during Homeroom.

Person or Persons Responsible

Math and Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work

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

Formal and informal Classroom Observations

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G6.B1.S2

Monitor students' progress through informal and formal assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance

G6.B1.S3 Increase the use of hands-on activities, computerized goemetric softwares and investigative projects.

Action Step 1

Assignments and use of hands-on activities

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects and use of hands-on activites

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Student completed projects

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects and lesson plans

Plan to Monitor Effectiveness of G6.B1.S3

Classroom assignments

Person or Persons Responsible

Teacher and Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan and projects

G7. Data shows that 22% of the 8th grade students scored at level 3 or above on the 2014 Science FCAT or at Level 4-6 on the 2013 Science FAA .Our goal is to increase by 4 percentage points to 26%.

G7.B1 Students Scoring at Achievement Level 3 for 2013 was 22% the expected level of performance for 2014 is 26% which is an increase of 4 percentage points.As noted on the 2013 administration of the Science FCAT 2.0, the limitation for students at level 3 is found in the reporting category 3: Physical Science.

G7.B1.S1 Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks.

Action Step 1

Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments.

Facilitator:

Science Department Chair

Participants:

Science Teachers

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

The Science Department Chair and Co-chair will review evidence of students' inquiry explanation model C-E-R and provide guidance as needed to monitor fidelity.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards and benchmark assessments

Plan to Monitor Effectiveness of G7.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards and benchmark assessments

G7.B2 Students Scoring at or above Achievement Level 4-5 for 2013 was 20% the expected level of performance for 2014 is 22% which is an increase of 2 percentage points.As noted on the 2013 administration of the Science FCAT 2.0, there is a limitation for students in Levels 4 and 5 in the reporting category 1: Nature of Science.

G7.B2.S1 Provide inquiry-based, hands-on, laboratory activities infusing higher order questioning strategies allowing students to make connections to real-life experiences.

Action Step 1

Teachers will provide inquiry-based, hands-on, laboratory activities infusing higher order questioning strategies allowing students to make connections to real-life experiences in to order ensure that all students participate in scientific enrichment activities and Science competitions like SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge and Dream in Green.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments. Student Participation in scientific enrichment activities and Science competitions.

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

walk through and classroom observations will be conducted.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards and benchmark assessments

Plan to Monitor Effectiveness of G7.B2.S1

Monitor students' progress through informal and formal assessment. Ongoing Student work and site generated assessments

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G7.B3 Students Scoring at Levels 4, 5, 6 on the Florida Alternative Assessment was 42% for 2013, the expected level of performance for 2014 is 43% an increase of 1 percentage point.

G7.B3.S1 Identify students scoring 4 or 5 in Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use. Use Gizmos and/or Discovery Education at least twice per grading period along with the opportunity to manipulate data.

Action Step 1

Hands on instruction in order to manipulate and explore actions and outcomes Increase access to safe and appropriate hands-on materials Identification of key scientific concepts Use Gizmo Discovery Education

Person or Persons Responsible

SPED teachers Science Teachers Science Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

November 8 Access Points PD by the District

Participants:

SPED teachers Science Teachers Science Department Chairs

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

Walkthroughs and classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards

Plan to Monitor Effectiveness of G7.B3.S1

.Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI SPED Chairperson SPED Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G7.B4 Students Scoring at or above Level 7 on the Science Florida Alternative Assessment was 47 percentage point for 2013, the expected level of performance for 2014 is 48% an increase of 1 percentage.

G7.B4.S1 Students need more opportunities to observe real time activities to determine outcomes.

Action Step 1

Student must have continuous practice when learning science concepts Incorporate science demonstrations Increase manipulation and exploration to understand science key concepts

Person or Persons Responsible

SPED Teachers Science Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments. Student Participation in scientific enrichment activities

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

Classroom Walkthroughs, Lesson Plans, student generated work samples

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards, lesson plans

Plan to Monitor Effectiveness of G7.B4.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G8. Increase the number of students participating in STEM related activities and competitions from 35% to 36%.

G8.B1 In order to emphasize and engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

G8.B1.S1 Increase the number of students participating in Project Based Learning in STEM

Action Step 1

Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Earth-Echo International Facilitators

Participants:

Teachers

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

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students participation in STEM related activities and competitions will increase.

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, administrators will monitor for increased participation in school site STEM competitions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)

G8.B2 In order to engage students in participating in STEM related activities we need to increase the number of STEM related experiences.

G8.B2.S1 Increase participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions

Person or Persons Responsible

Science Teachers Administrations

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Projects, STEM Competitions

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

Student Projects

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Work

Plan to Monitor Effectiveness of G8.B2.S1

Student Participation in STEM related activities

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects

G9. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G9.B1 Increase student awareness; of the variety and availability of career and technical education choices and programs in order to increase enrollment in CTE courses

G9.B1.S1 Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Action Step 1

CTE Teachers will implement CTE program state curriculum standards,program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities

Person or Persons Responsible

CTE Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

CTE Instructors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

The increase in percent of students enrolled in CTE courses.

Plan to Monitor Effectiveness of G9.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

CTE Instructors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student enrollment in CTE courses for 2013-2014.. .

G9.B2 Increase the enrollment of CTE students in accelerated courses.

G9.B2.S1 Increase enrollment in accelerated placement courses to enhance instruction for CTE curriculum

Action Step 1

Accelerated placement courses' offerings will be increased to enhance instruction for CTE curriculum.

Person or Persons Responsible

CTE Teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students enrolled in accelerated placement courses.

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

Monitor enrollement into accelerated placement courses.

Person or Persons Responsible

CTE teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in accelerated placement courses

Plan to Monitor Effectiveness of G9.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RTI Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in the advanced courses.

G9.B3 CTE teachers require further knowledge of objectives and/or testing procedures.

G9.B3.S1 Provide release time and/or substitute funding for teachers to attend district ICE training and CTE conferences.

Action Step 1

CTE teacher will be released to attend District ICE training and CTE conferences

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Facilitator:

CTE Conference Instructors

Participants:

CTE Teachers

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

Formal and informal classroom visitations

Person or Persons Responsible

CTE Teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher will acquire more knowledge of CTE objectives and/or testing procedure

Plan to Monitor Effectiveness of G9.B3.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

CTE teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance in Benchmarks as a result of improved teacher knowledge on CTE content.

G10. Results of the 2013 Civics Baseline Assessment indicates that 2% of the students achieved level 3 proficiency. Our goal is to increase the percentage of students achieving Level 3 proficiency by the end of the Winter Interim to 50% proficiency.

G10.B1 Students have difficulty transferring writing and language arts skills to understanding the history of the American system of government and politics.

G10.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments. Data from these assessments will be utilized to shape instruction and address students' weak areas in each benchmark, in order to ensure mastery.

Action Step 1

Teacher will ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from the assessments will be used to shape instruction and address students' weak areas of benchmark mastery

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work sample, benchmark assessments

Facilitator:

Social Studies Dept. Chair

Participants:

Social Studies Teachers

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

Formal and informal classroom observations

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's will develop a deeper understanding of the government and politics

Plan to Monitor Effectiveness of G10.B1.S1

Interim Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on the Interim and benchmark assessments.

G10.B1.S2 Civics is tested for the first time this school year AFTER FCAT. 7th grade weakest benchmarks have been identified and incorporated through bellringers in all CIVICS classes as teachers have shared best practices through department meetings.

Action Step 1

Identify the 7th grade Weakest Benchmarks and incorporate them into classroom Bellringers in the Civics classes

Person or Persons Responsible

Teachers Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkktthroughs Lesson Plans Showing evidence of Bellringers

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Formal and Informal classromm visitations

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's Work

Plan to Monitor Effectiveness of G10.B1.S2

Monitor students' progress through informal and formal assessments

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance

G10.B1.S3 CIVICS boot camp will be implemented commencing directly after SPRING BREAK in April to target all tested areas including ALL civics classes. boot camp will be instructed by all CIVICS teaches, Dept. Chair and District Support personnel.

Action Step 1

Weak Areas in the Interim assessments have been identified and a "Boot Camp" type of instruction will be implemented to review benchmarks.

Person or Persons Responsible

Teachers Department Chair District Support Personnel

Target Dates or Schedule

April

Evidence of Completion

Sudent's Work

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Visitations to the Boot camp Instruction

Person or Persons Responsible

Leadership and Administrative Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Studen't Work

Plan to Monitor Effectiveness of G10.B1.S3

Monitor student's progress through informal and formal assessments

Person or Persons Responsible

Administrative and Leadership Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student's work

G11. Our goal at Riviera Middle is to identify at-risk students and apply the Early Warning system indicators so that intervention and support can be provided in a timely manner.

G11.B1 Increase in student attendance from 12% in 2013 to !!% targeted decrease in 2014. This will be done by decreasing the number of students who missed 10% or more of available instructional time.

G11.B1.S1 Identify students who may be developing a pattern of nonattendance/tardiness and implement an action plan for students with 3 or more absences from class.

Action Step 1

The Literacy Leadership Team will identify students who are missing instructional time.

Person or Persons Responsible

Teachers/Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

.Attendance bulletin

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

Students will develop a deeper understanding of the importance of being present and will recognize that academic development is correlated to daily attendance.

Person or Persons Responsible

Student Services/Administration/MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of G11.B1.S1

.Attendance bulletins

Person or Persons Responsible

MTSS/RTI TEAM

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student attendance on attendance reports.

G11.B2 Students who receive two or more referrals that lead to suspension will be decreased from 7% in 2013 to 6% in 2014. Students who receive one two or more referrals will be decreased from 15% in 2013 to 14% in 2014.

G11.B2.S1 Grade level orientations will be conducted to review the Code of Student Conduct with students. In addition, students and parents will sign acknowledgment of reading and understanding corrective strategies that are employed for infractions of the COSC, with follow up as needed.

Action Step 1

Conduct grade level orientations and receive sign acknowledgment from students and parents

Person or Persons Responsible

Counselors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance of orientation and signed acknowledgment sheet

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

Review of Suspensions and Referrals with Counselors- ensure progress is being made and adjust strategy as needed

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Referrals and Suspensions

Plan to Monitor Effectiveness of G11.B2.S1

Monitor student referrals

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Sudent Referrals and Suspensions

G11.B3 Students who failed an English Language Arts Course in 2013 was 1% our target for 2014 is to maintain or decrease to 0%. Students who fail two or more courses in any subject in 2013 was 0%. Our goal for 2014 is to maintain our 0% of students failing two courses.

G11.B3.S1 Students who are in danger of failing courses will be monitored closely and will be given remediation/ tutoring in order to provide support.

Action Step 1

MTSS team will ensure that students who are in danger of failing a course will be given intervention support.

Person or Persons Responsible

MTSS/RTI Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentages in student failing a course.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

MTSS/RtI will monitor students in danger of failing classes

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentage in students in danger of failing a course

Plan to Monitor Effectiveness of G11.B3.S1

Monitor students' progress through informal and formal assessment

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentage in students of failing a course.

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

At Riviera Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school program and Saturday Tutoring) .At Riviera Middle,Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making process.At Riviera Middle parents participate in the design of school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins.This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. At Riviera Middle School the school provides services and support for migrant students and parents. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students. The student services department at Riviera Middle School identifies and works closely with "at risk" students in order to ensure that all students get promoted. Services are coordinated with district Drop-out Prevention programs. Riviera Middle School uses Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students and tutorial programs for ELL students at Riviera Middle.

The services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s). Riviera Middle School is currently implementing the TRUST (To Reach Ultimate Success Together) Program which is a comprehensive assistance program designed to provide services to students who are experiencing problems with substance abuse, stress, suicide, isolation, family violence and other self-destructive behaviors or crisis. We also have the Drug-Free Youth in Town (D-FY-IT)Program-partnership with the D-FY-IT, Inc..in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents.

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

• Project Upstart, Homeless Children & Youth Program assists schools such as Riviera Middle with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools each school is provided a video and curriculum manual, a contest is sponsored by the homeless trust, which is a community organization.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 TRUST Specialists. HCiOS offers a trained health team at Riviera Middle that is qualified to

perform the assigned duties related to a quality school health care program. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department.

Riviera Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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.

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. Data shows that 55% of the students scored at level 3 or above on the 2013 Reading FCAT 2.0 or at Level 4-6 on the 2013 Reading FAA .Our goal is to increase by 9 percentage points to 64%.

G1.B4 Performance Data for students scoring at Level 4-5 (26%) on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction. Our target is to increase performance to 29%,an increase of 3 percentage points for 2014.

G1.B4.S1 Practice reducing textual information to key points ; comparing and contrasting in and across a variety of genres; analyze how an author's choices concerning how to structure a text, order events within it , manipulate time and create such effects such as mystery, tension, or surprise.

PD Opportunity 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts. Teachers will also have students become more familiar with comparing and contrasting in and across a variety of genres. They will also help students analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or mystery

Facilitator

Language Arts Department Chair

Participants

LA Teachers, Reading Teachers, Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G1.B8 Performance Data for Learning Gains for the Lowest 25% (FCAT Students only) (71%) shows that there is a deficiency in Reporting Category 1: Vocabulary. Our target for 2014 is to increase performance to 74%, an increase of 3 percentage points.

G1.B8.S1 Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings

PD Opportunity 1

Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Facilitator

Language Arts Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments

G1.B9 The result of the 2013 Cella indicate that 39% of the students achieved proficiency on the Listening/Speaking since-students inability to use multiple strategies to develop grade appropriate vocabulary. Our target for 2014 is to increase performance to 45%, an increase of 6 percentage points.

G1.B9.S1 Substitution, Expansion, Paraphrase, and Repetition as well as vocabulary word maps, word walls, instruction in different levels of content specific words, and read for a variety of texts.

PD Opportunity 1

Teachers will use Substitution, Expansion, Paraphrase, and Repetition as well as vocabulary word maps, word walls, instruction in different levels of content specific words, and read for a variety of texts.

Facilitator

Esol Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G1.B10 The result of the 2013 Cella indicate that 22% of the students achieved proficiency on the Reading portion. Our target for 2014 is to increase performance to 30%, an increase of 8 percentage points.

G1.B10.S1 How and when to use graphic organizers and will model correct usage. -Teachers will practice with students and how to apply specific reading strategies to a wide variety of texts.

PD Opportunity 1

Teachers will teach how and when to use graphic organizers and will model correct usage. Teachers will practice with students how to apply specific reading strategies to a wide variety of texts.

Facilitator

LA Arts Department Chair and ESOL Dept Chair

Participants

LA and ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G1.B11 The results of the 2013 Cella Writing Test indicate that 26% of the students achieved proficiency. .The area of deficiency is development of support, word choice, and grammar skills based on their limited exposure to the English Language. Our target is to increase performance to 33% proficiency, an increase of 7 percentage points.

G1.B11.S1 Use Model texts, words walls, Spelling Strategies,Process Writing and Graphics Organizers which develop support, word choice, and grammar skills to expose students to the English Language.

PD Opportunity 1

Teachers will use model texts, words walls, Spelling Strategies,Process Writing and Graphics Organizers to develop support, word choice, and grammar skills to expose themselves to the English Language.

Facilitator

ESOL Dept. Chair. Language Arts Dept, Chair

Participants

ALL Teachers ELL Teachers LA Teachers Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G2. The results of the FCAT 2012-2013 FCAT Writing Test and on the 2013 FAA Indicate that 48% of students scored level 3.5 or higher.Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

G2.B1 The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support their claims. Claims that have logical reasoning, with relevant and accurate data and evidence to support an argument.

G2.B1.S1 Provide a variety of instructional strategies and activities that include introducing a claim about a topic, acknowledge and distinguish the claim from opposing claims, organize the evidence logically and support the claim.

PD Opportunity 1

Students will analyze mentor text and anchor papers

Facilitator

LA Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work

G3. The results of the 2012-13 FCAT Mathematics Test indicates that our students scored 50% and above on the 2013 FCAT 2.0 Mathematics. Our goal on the 2014 FCAT Exam is for 60% of students to score at Level 3 or above, an increase of 10 percentage points.

G3.B1 The Asian subgroup did not meet the District's target goal for the 2012-13 school year. The 2013 data performance was 75% proficiency. The targeted goal for 2014 is 93% proficiency, an increase of 18%. This group's weakest area on the 2013-14 Baseline Assessment is Geometry and Measurements.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement

PD Opportunity 1

Teacher incorporates higher order questioning strategies during classroom lessons, to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

Facilitator

Mathematics Department Chair

Participants

Mathematics Teachers

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

RtI Leadership Team will monitor and adjust academic goals utilizing teacher feedback on student skills attainment and mini-assessments from informal and tutorial assessments.

G3.B3 The SWD and ED sub-groups did not meet the District's target goal for the 2012-13 school year. The 2013 data performance shows 34% proficiency for the SWD subgroup and and 49% proficiency for the ED subgroups. The 2014 targeted goal for 2014 is 51% proficiency and 59% proficiency for the ED subgroup.By incorporation of strategies these subgroups will increase their percentage gains..

G3.B3.S1 Increase use of Differentiated instruction in the classroom, focusing on our SWD and ED students' needs.

PD Opportunity 1

SPED Chair will provide teachers with Professional Development that focuses on students' accommodations, inclusive practices and differentiated instruction.

Facilitator

SPED Chair

Participants

Math teachers.

Target Dates or Schedule

August 2013 - ongoing.

Evidence of Completion

Professional Development agenda, sign-in sheets and hand-outs.

G3.B4 According to the results of the 2013 FCAT Mathematics Test indicate that 24% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency to 41% proficiency.

G3.B4.S1 Increase the amount of higher complexity questioning strategies to promote critical and creative thinking for a deeper understanding of the content. Implement collaborative meetings as an opportunity for teachers to plan and share best practices, plan for the integration of links to learn from geometry software and manipulatives. Students will be given the opportunity to develop exploration and inquiry activities in order to maintain and or increase understanding.

PD Opportunity 1

The Mathematics Chair will model the effective techniques for probing and encouraging student accountable talk and discourse. The teachers will develop higher order thinking questions.

Facilitator

Math Department Chair

Participants

Math Teacher

Target Dates or Schedule

From August 2013 - Ongoing

Evidence of Completion

Walk-throughs, lesson plans and journals.

G3.B6 The results of the 2013 FAA Mathematics Test indicate that 33% of the students scored level 4 - 6. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 4 - 6 by 3 percentage points to 36%.

G3.B6.S1 The students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement. This is due to limited classroom opportunities to develop exploration and inquiry activities.

PD Opportunity 1

The SPED chair will provide teachers with a Professional Development that will focus on Student Accommodations, Inclusive Practices and Differentiated Instruction.

Facilitator

SPED Chairperson

Participants

Math teachers

Target Dates or Schedule

August 2013 - Ongoing

Evidence of Completion

Professional development agendas, sign-in sheets, and handouts

G7. Data shows that 22% of the 8th grade students scored at level 3 or above on the 2014 Science FCAT or at Level 4-6 on the 2013 Science FAA .Our goal is to increase by 4 percentage points to 26%.

G7.B1 Students Scoring at Achievement Level 3 for 2013 was 22% the expected level of performance for 2014 is 26% which is an increase of 4 percentage points.As noted on the 2013 administration of the Science FCAT 2.0, the limitation for students at level 3 is found in the reporting category 3: Physical Science.

G7.B1.S1 Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks.

PD Opportunity 1

Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks

Facilitator

Science Department Chair

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments.

G7.B3 Students Scoring at Levels 4, 5, 6 on the Florida Alternative Assessment was 42% for 2013, the expected level of performance for 2014 is 43% an increase of 1 percentage point.

G7.B3.S1 Identify students scoring 4 or 5 in Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use. Use Gizmos and/or Discovery Education at least twice per grading period along with the opportunity to manipulate data.

PD Opportunity 1

Hands on instruction in order to manipulate and explore actions and outcomes Increase access to safe and appropriate hands-on materials Identification of key scientific concepts Use Gizmo Discovery Education

Facilitator

November 8 Access Points PD by the District

Participants

SPED teachers Science Teachers Science Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G8. Increase the number of students participating in STEM related activities and competitions from 35% to 36%.

G8.B1 In order to emphasize and engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

G8.B1.S1 Increase the number of students participating in Project Based Learning in STEM

PD Opportunity 1

Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Facilitator

Earth-Echo International Facilitators

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G9. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G9.B3 CTE teachers require further knowledge of objectives and/or testing procedures.

G9.B3.S1 Provide release time and/or substitute funding for teachers to attend district ICE training and CTE conferences.

PD Opportunity 1

CTE teacher will be released to attend District ICE training and CTE conferences

Facilitator

CTE Conference Instructors

Participants

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

G10. Results of the 2013 Civics Baseline Assessment indicates that 2% of the students achieved level 3 proficiency. Our goal is to increase the percentage of students achieving Level 3 proficiency by the end of the Winter Interim to 50% proficiency.

G10.B1 Students have difficulty transferring writing and language arts skills to understanding the history of the American system of government and politics.

G10.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments. Data from these assessments will be utilized to shape instruction and address students' weak areas in each benchmark, in order to ensure mastery.

PD Opportunity 1

Teacher will ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from the assessments will be used to shape instruction and address students' weak areas of benchmark mastery

Facilitator

Social Studies Dept. Chair

Participants

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work sample, benchmark assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Data shows that 55% of the students scored at level 3 or above on the 2013 Reading FCAT 2.0 or at Level 4-6 on the 2013 Reading FAA .Our goal is to increase by 9 percentage points to 64%.	$1,000
G8.	Increase the number of students participating in STEM related activities and competitions from 35% to 36%.	$500
G9.	During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.	$500
G11.	Our goal at Riviera Middle is to identify at-risk students and apply the Early Warning system indicators so that intervention and support can be provided in a timely manner.	$1,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	$3,000	$3,000
Total	$3,000	$3,000

Budget Details

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

G1. Data shows that 55% of the students scored at level 3 or above on the 2013 Reading FCAT 2.0 or at Level 4-6 on the 2013 Reading FAA .Our goal is to increase by 9 percentage points to 64%.

G1.B7 Performance Data for Reading Learning Gains in all students (66%) indicate , that there is a deficiency in Reporting Category 1: Vocabulary. Our target for 2014 is to increase performance to 69% an increase of 3 percentage points.

G1.B7.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

Teacher will develop lessons in which students will learn how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Resource Type

Evidence-Based Program

Resource

Incentive for Saturday Academy-Tutoring FCAT

Funding Source

EESAC

Amount Needed

$1,000

G8. Increase the number of students participating in STEM related activities and competitions from 35% to 36%.

G8.B1 In order to emphasize and engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

G8.B1.S1 Increase the number of students participating in Project Based Learning in STEM

Action Step 1

Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Resource Type

Evidence-Based Program

Resource

Robotics Kits

Funding Source

EESAC

Amount Needed

$500

G9. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G9.B1 Increase student awareness; of the variety and availability of career and technical education choices and programs in order to increase enrollment in CTE courses

G9.B1.S1 Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Action Step 1

CTE Teachers will implement CTE program state curriculum standards,program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities

Resource Type

Evidence-Based Program

Resource

Incentives to promote enrollment in accelerated courses and end of the year awards

Funding Source

EESAC

Amount Needed

$500

G11. Our goal at Riviera Middle is to identify at-risk students and apply the Early Warning system indicators so that intervention and support can be provided in a timely manner.

G11.B1 Increase in student attendance from 12% in 2013 to !!% targeted decrease in 2014. This will be done by decreasing the number of students who missed 10% or more of available instructional time.

G11.B1.S1 Identify students who may be developing a pattern of nonattendance/tardiness and implement an action plan for students with 3 or more absences from class.

Action Step 1

The Literacy Leadership Team will identify students who are missing instructional time.

Resource Type

Evidence-Based Program

Resource

Incentives for perfect attendance

Funding Source

EESAC

Amount Needed

$1,000