2013-2014 SCHOOL IMPROVEMENT PLAN

Kinloch Park Middle School

4340 NW 3RD ST

Miami, FL 33126

305-445-5467

http://kpms.dade.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	95%

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

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	C	B	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
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Kinloch Park Middle School

Principal
Scott Weiner A

School Advisory Council chair
Edward Brown

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

Name	Title
Scott A. Weiner	Principal
Morris Salty	Assistant Principal
Desiree F. Hewitt	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, UTD Steward-1, Teacher-5, Alternate Teacher- 1, Educational Support-1, Alternate Educational Support- 1, Parents-6, Alternate Parent- 1, Students-2, Alternate Students- 1, Community Business Representative-1

Involvement of the SAC in the development of the SIP

In Miami-Dade County Public Schools, the SAC is referred to as the Educational Excellence School Advisory Council, EESAC. The EESAC develops and implements the SIP by gathering academic and behavioral information from teachers, data sources, and departments and discussing it with members, as well as sharing updates with the staff. The EESAC monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. They also monitor the fidelity of the delivery of instruction, interventions, and programs delineated by the plan.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council will do everything it can to help improve student achievement through the monitoring of the implementation of the School Improvement Plan. The Council will sponsor numerous incentive programs throughout the year for both student and teacher achievement. These incentives will be based around achievement on a wide variety of assessments and/ or the completion of academically based programs. The Council will also continue to advise school leadership on ways that they may help increase student achievement.

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

• FCAT Parent Workshop $200
• Safe Internet Usage Workshop $100
• Curriculum Fair $200
• High School Articulation $200
• Student Incentives for Academic Achievement $4500.00

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:

Scott Weiner A		
Principal	Years as Administrator: 12	Years at Current School: 7

Credentials	Degrees: BS Food and Nutrition, Exercise Physiology MS Health Education Certifications: Health, Middle Grades General Science, Ed Leadership
Performance Record	'13 '12 '11 '10 '09 School Grade C C B B B High Standards Rdg. 46 43 53 58 51 High Standards Math 41 40 57 56 56 Lrng Gains-Rdg. 68 65 62 67 68 Lrng Gains-Math 64 66 69 68 69 Gains-Rdg-25% 67 69 68 73 78 Gains-Math-25% 62 63 71 73 70 AMO-Rdg. 56 46 41 AMO- Math 57 48 43

Morris Salty		
Asst Principal	Years as Administrator: 12	Years at Current School: 11

Credentials	Degrees: BS ESE Specific Learning Disabilities, ESE Emotionally Handicap MS Educational Leadership Certifications: Varying Exceptionalities, Specific Learning Disability, Ed. Leadership
Performance Record	'13 '12 '11 '10 '09 School Grade C C B B B High Standards Rdg. 46 43 53 58 51 High Standards Math 41 40 57 56 56 Lrng Gains-Rdg. 68 65 62 67 68 Lrng Gains-Math 64 66 69 68 69 Gains-Rdg-25% 67 69 68 73 78 Gains-Math-25% 62 63 71 73 70 AMO-Rdg. 56 46 41 AMO- Math 57 48 43

Desiree F. Hewitt		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	BS-Business, Xavier University of Louisiana; Master of Science -Educational Leadership, Nova Southeastern University	
Performance Record	'13 '12 '11 '10 '09 School Grade A A A A A High Standards Rdg. 60 76 31 71 71 High Standards Math 59 74 32 70 73 Lrng Gains-Rdg. 71 68 65 69 69 Lrng Gains-Math 73 70 74 73 72 Gains-Rdg-25% 76 71 63 80 73 Gains-Math-25% 65 72 70 69 67 AMO-Rdg. 56 46 41 AMO- Math 57 48 43 *Ms. Hewitt is new to Kinloch this year 2013-2014. She was previously at Rockway Middle School.	

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Janisse Molina		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BA Pre-K Primary Education MS Reading K-12 Certifications: Reading, ESOL
Performance Record	'13 '12 '11 '10 '09 ' School Grade C A A B A High Standards Rdg. 46 68 76 77 75 High Standards Math 41 71 78 75 81 Lrng Gains-Rdg.68 76 68 68 64 Lrng Gains-Math 64 74 67 51 65 Gains-Rdg-25% 67 73 54 56 56 Gains-Math-25% 62 75 81 53 70 AMO-Rdg. 56 46 41 AMO- Math 57 48 43.

Jessica Loe		
Full-time / School-based	Years as Coach: 3	Years at Current School: 23

Areas	Mathematics
Credentials	BS Computer Science Certifications: Math, Middle Grades
Performance Record	'13 '12 '11 '10 '09 School Grade C C B B B High Standards Rdg. 46 43 53 58 51 High Standards Math 41 40 57 56 56 Lrng Gains-Rdg.68 65 62 67 68 Lrng Gains-Math 64 64 69 68 69 Gains-Rdg-25% 67 69 68 73 78 Gains-Math-25% 62 61 71 73 77 AMO-Rdg. 56 46 41 AMO- Math 57 48 43

Classroom Teachers

# of classroom teachers
61

receiving effective rating or higher
62, 102%

Highly Qualified Teachers
56%

 # certified in-field
58, 95%

 # ESOL endorsed
16, 26%

 # reading endorsed
7, 11%

 # with advanced degrees
21, 34%

 # National Board Certified
2, 3%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
29, 48%

 # with 15 or more years of experience
29, 48%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

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

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

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

• Networking with other schools to recruit teachers (Administration)
• Development of Professional Learning (Administration, Department Chairpersons, Instructional Coaches)
Communities to help retain teachers
• Partnering new teachers with a veteran teacher (Administration, Department Chairpersons)
in a Mentoring/Buddy Program.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New To the Building paired with Department Chairs
Ms. Bautista – Ms. Roine (SPED Dept. Chair)
Mr. Ibarra- Mr. Gardner (Science Dept. Chair)
Ms. De la Osa- Ms. Richter (LA.Rdg. Dept. Chair)
Ms. Correa- Mr. Vergara (ELL Dept. Chair)
• Monthly morning meetings
• Classroom visitations to review lessons and assist
with curriculum implementation.

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

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

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

The MTSS/RtI Leadership team functions in a variety of ways which include the following:
• The MTSS/RtI collaborates to problem solve, share effective practices, evaluate implementation of core instruction, provide interventions as needed, and make student academic and behavioral decisions. Tier 1
• Instructional coaches collaborate with teachers to monitor and evaluate academic progress and social and behavior needs of students through ongoing meetings and review of OPM data, as well as the monitoring of parent conferences, student referrals, and Alternative to Suspension program. Tier 1&2
• Gather and analyze data to determine professional development for faculty as indicated by student intervention of achievement needs.
• Hold regular team meetings (MTSS/SAC/RtI) to monitor progress and fidelity of programs/interventions.
• Maintain communication with staff for input and feedback, as required by the MTSS/RtI.
• Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. (Tier 1&2)
• Use Ongoing Progress Monitoring (OPM) to assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. (Tier 2)
• Tier 2 Support of interventions where there is not an overall positive group response
• Tier 3 Refer and make instructional/social decisions based on the needs of the individual student.

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

The MTSS/RtI Leadership Team consists of the Principal (Scott A. Weiner), two Assistant Principals (Morris Salty, Desiree Hewitt). Their role includes ensuring attendance of team members and following up of action steps, as well as allocating resources. Teacher (Karen Delgado),Reading Coach (Janisse Molina), and Math Coach (Jessica Loe) provide data and provide support to teachers in meeting their aimlines. SPED Chairperson (Maritza Roine), ELL Chairperson (Rolando Vergara), School Psychologist (Ms. Viera), Student Services Department (Edward Brown, Eduardo Sabillon, Maria Zaragoza, and Social Worker (Jody Schenk) relay their expertise and input with individual needs a student may present. They also conduct regular meetings to evaluate intervention efforts for students by subject, grade, exceptionality, or other specified need.

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

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

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

•Data, from Edusoft reports, PMRN reports, and program-specific reports, will be used to guide instructional decisions and system procedures for all students in the following ways; adjust the delivery of curriculum and instructions to meet specific needs of students, adjust the delivery of behavior management systems, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions.
•The managed data will be broken down into two categories, Academic and Behavior. The Academic data will include the FAIR Assessments (PMRN reports), the Interim Assessments (Edusoft reports), district based Math and Science assessments (Edusoft reports), FCAT (FLDOE and District reports), classroom grades, and any school site specific assessments. The Behavior data will include the Student Case Management System, and the effective implementation of the Code of Student Conduct.

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

•Monitor the use of problem-solving techniques for all administrators in the MTSS/RtI data analysis process and effectiveness of interventions through Ongoing Progress Monitoring.
•Utilizing instructional coaches to support the effective use of interventions and assist problem-solving efforts.
•Facilitate school-wide cross-curricular data analysis through department chairperson meetings and use the data to drive school-wide instructional decisions which are then followed up through department meetings.
•Kinloch Park Middle will participate in MTSS/RtI professional developments at the school site and utilize all possible sources of data for Tier documentation and monitoring.
•Involve our Community Involvement Specialist, Instructional Coaches, Student Services Department, Special Education Department, and ELL Department in facilitating communication with parents and staff on students' educational, behavioral, and social needs and available resources to meet these needs.
•A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Weekend Program

Minutes added to school year: 2,880

Saturday Academy for English Language Learners

Strategy Purpose(s)

- Instruction in core academic subjects

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

•Interim data and CELLA results are analyzed and used to make instructional decisions. Pre-tests and post-tests are given for each core subject. Computer programs integrated into curriculum are also monitored on an ongoing basis.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 32,400

All Stars Afterschool program provides an academic and project-based enrichment component

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Projects are collected, displayed, and shared with students, parents, and staff and are a key component of the enrichment aspect of the program.

Who is responsible for monitoring implementation of this strategy?

All Stars Afterschool Care Leader

Strategy: Before or After School Program

Minutes added to school year: 600

Professional Learning Communities take place bi-weekly in the mornings where departments meet to receive professional development in areas of need and/or weaknesses to support student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Department data based on student scores from different sources (Interims, computer programs, informal and formal assessments) guides discussion and development of each PLC.

Who is responsible for monitoring implementation of this strategy?

Department Heads, Instructional Coaches, Administration

Literacy Leadership Team (LLT)

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

Name	Title
Scott A. Weiner	Principal
Morris Salty	Assistant Principal
Desiree Hewitt	Assistant Principal
Karen Delgado	Teacher
Janisse Molina	Reading Coach
Jessica Loe	Math Coach
Carol Peckins	Media Specialist
Edward Brown	Counselor
Cristina Figueroa	Teacher
Lourdes Richter	Teacher
Rolando Vergara	Teacher
Maritza Roine	Teacher
Maria Suarez	Teacher
Robert Gardner	Teacher
Francisco Boza	Teacher

How the school-based LLT functions

The purpose of our Literacy Leadership Team is to create an increase in the capacity of reading knowledge
within the school building, promote literacy activities across grade levels and content areas, and focus on areas of literacy concern across the school. The principal, assistant principals, reading coach, mentor

reading teachers, and teachers from all content areas serve on this team to study scientifically based reading research, develop a school-based literacy plan of action, inquire, and reflect on reading practices school-wide, and discuss and utilize school and district test data to make teaching decisions.

Major initiatives of the LLT

-School-wide focus on Common Core, utilizing various reading strategies such as CRISS strategies and school-wide Word Walls based on "Word Generation Program" cross-curricular vocabulary.
-Departmental focus on targeted computer programs (based on student academic level) and Ongoing Progress Monitoring of such, combined with department data analysis. A computer lab and scheduled time has been assigned for each core department.
-"Word Generation Program", a program that is research-based, cross-curricular, and specifically designed for ELL students, will be implemented school-wide in order to support Common Core through the development of vocabulary, promoting informational text, persuasive and analytical writing, analysis, reading comprehension and remediation of all subject areas.
-School-wide implementation of "Teach Like a Champion" strategies. These strategies stimulate organizational
and critical thinking skills, as well as higher order questioning/answering techniques.
-School-wide implementation of Writing to Learn Activities with focus on evidentiary writing. Writing one's own response to a lesson helps to solidify understanding of content and engage in reflection. Students are
encouraged to get their thoughts on paper immediately via Quick-writes and Entry/Exit Slips. Student's written reflections also help teachers monitor student progress.
-The LLT will also collaborate with the MTSS/RtI team and be involved with the disaggregation of data and using the data to drive instructional decisions, especially as it relates to our large ELL population and language acquisition.

Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team is comprised of teachers from every subject area in the school, therefore teachers within all departments are encouraged and supported in developing and implementing literacy strategies within their curriculum and those tied to school-wide initiatives. The team works closely with the MTSS/RtI team to ensure the fidelity and implementation of instructional strategies. The Literacy Leadership Team will also continue to provide ongoing professional development to staff.

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

Teachers in all subject areas provide opportunities for real-world problem solving that bridge academic objectives with relevant life experiences.

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

The Student Services Department provide academic counseling, host an annual Magnet Fair, and articulate students to prospective high schools keeping in mind their needs and talents.

Strategies for improving student readiness for the public postsecondary level

Students at Kinloch Park Middle participate in End-of-Course examinations in Algebra and Civics, courses that are offered at the high school level. Students also have the opportunity to take additional classes via Virtual School, as well as make up classes through Credit Recovery. All students are exposed to STEM activities and real-world, cross-curricular problem solving strategies.

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	51%	46%	No	56%
American Indian				
Asian				
Black/African American				
Hispanic	50%	46%	No	55%
White	60%	63%	Yes	64%
English language learners	33%	25%	No	40%
Students with disabilities	34%	20%	No	41%
Economically disadvantaged	50%	46%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	336	26%	34%
Students scoring at or above Achievement Level 4	227	18%	22%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	151	35%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	122	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	130	30%	37%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

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	172	38%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	41%	No	57%
American Indian				
Asian				
Black/African American				
Hispanic	53%	41%	No	57%
White	51%	50%	No	56%
English language learners	39%	24%	No	45%
Students with disabilities	37%	19%	No	43%
Economically disadvantaged	53%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	251	21%	36%
Students scoring at or above Achievement Level 4	164	14%	21%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	26	52%	57%
Middle school performance on high school EOC and industry certifications	48	96%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	38%	38%
Students scoring at or above Achievement Level 4	45	57%	57%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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	91	20%	25%
Students scoring at or above Achievement Level 4	67	15%	17%

Florida Alternate Assessment (FAA)

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

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)	2		4
Participation in STEM-related experiences provided for students	20	1%	10%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	190	14%	13%
Students who fail a mathematics course	20	2%	1%
Students who fail an English Language Arts course	27	2%	1%
Students who fail two or more courses in any subject	15	1%	1%
Students who receive two or more behavior referrals	175	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	223	17%	16%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. During the 2012-2013 school year, 26% (336) of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G2. During the 2012-2013 school year 38% (172) of students scored a Level 3 or higher in writing. 44 % of students are expected to make a Level 3 or higher for the 2014 school year, an increase of 6 percentage points.

G3. During the 2012-2013 school year, 21% (251) of students scored a Level 3 on FCAT 2.0 Math. During 2013-2014, 36% of students are expected to score at Level 3 on the FCAT 2.0 in Math.

G4. During the 2012-2013 school year 20 % (91) of students scored a Level 3 or higher in Science. 25% of students are expected to make a Level 3 in Science for the 2014 School Year.

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, engineering, Gizmos Science, and Gizmos Math.

G6. Utilizing CTE curriculum, will increase STEM learning opportunities for students.

G7. During the 2012-2013 Civics baseline assessment, students scored 32.2% in Origins of Law and Government, 36.9% in Roles, Rights, and Responsibilities of Citizens, 27.4% in Organization and Function of Govt, and 32.1% in Contemporary Issues.

G8. Limited English Proficiency places our students at an at-risk category for Early Warning Signs.

Goals Detail

G1. During the 2012-2013 school year, 26% (336) of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

Targets Supported

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

Resources Available to Support the Goal

- Word Generation Program, Implementation of Word Generation Lessons, CRISS Strategies, Word Walls

- Scope Magazine is purchased to enrich the curriculum and support reading application through their informational articles, links to other texts, and Common Core supplemental materials. McDougall Littel

- ReadingPlus 4.0, FCAT Explorer

- Teacher-led classroom activities

- Monthly writing prompts, writing notebooks

- Achieve3000

- Graphic Organizers, Reciprocal Teaching, Story Maps, Writing Prompts

- Common Core In-house Professional Development

Targeted Barriers to Achieving the Goal

- Due to a deficiency in reading comprehension because of the language barrier, only 25% of the English Language subgroup met proficiency in 2013.

- Due to the need for more reinforcement of basic reading skills, only 20% of the Students With Disabilities subgroup met proficiency in 2013

- Due to a deficiency in reading comprehension and the differences in language lost in translation from their home language to English, 46% of the Hispanic subgroup met proficiency in 2013

- Due to limited educational resources in the home, 46% of Economically Disadvantaged students met proficiency in 2013

- Based on the 2013 FCAT 2.0 Reading assessment, the lowest reporting category for students scoring a Level 3 in 6th and 8th grade was Reading Application and Vocabulary in 7th. There is a need for explicit teaching of multi-tiered academic vocabulary.

- Students scoring at or above Achievement Level 4 need rigorous instruction and the study of the effect of vocabulary skills on the interpretation of passages.

- Based on the 2013 FCAT 2.0 Reading assessment, 68% of 6th through 8th grade students made learning gains in reading. The lowest reporting category in 6th and 8th grade was Reading Application, and Vocabulary in 7th grade. There is a lack of strong vocabulary and grammar foundation due to primary language interference that affects not only vocabulary acquisition but Reading Application as well.

- Students in the lowest 25% subgroup receive limited guided instruction that ensures every student receives exposure and reinforcement in the weakest benchmarks.

- For CELLA students, the lowest reporting category for 6th- 8th grade was Vocabulary. Students have limited exposure to the English language at home, therefore limiting proficient listening/ speaking opportunities.

- CELLA students continue to resort back to their home language as their primary language during instructional and home learning.
- English Language Learners are not proficient in the steps of the writing process as it relates to the English language.

Plan to Monitor Progress Toward the Goal

Monitoring implementation of Common Core

Person or Persons Responsible
MTSS/RtI , LLT Team, Administration, Reading Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Interim Assessment Results, Data Chats Summative: 2014 FCAT 2.0 Reading Administration

G2. During the 2012-2013 school year 38% (172) of students scored a Level 3 or higher in writing. 44 % of students are expected to make a Level 3 or higher for the 2014 school year, an increase of 6 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Monthly writing prompts, Weekly Word Generation Writing Lessons, Graphic Organizers

Targeted Barriers to Achieving the Goal
- Based on the 2012 FCAT Writing Test, the area of deficiency was a lack of adequate support in their Persuasive arguments.

Plan to Monitor Progress Toward the Goal

Florida's Continuous Improvement Model (FCIM), monitoring the fidelity of individual writing conferences with students, examining work folder samples and monthly writing prompts, ensuring the implementation of Weekly Word Generation Writing Lessons

Person or Persons Responsible
MTSS/RtI Team, Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Monthly writing prompts and classroom assessments. Summative: FCAT 2.0 Writing Assessment

G3. During the 2012-2013 school year, 21% (251) of students scored a Level 3 on FCAT 2.0 Math. During 2013-2014, 36% of students are expected to score at Level 3 on the FCAT 2.0 in Math.

Targets Supported
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal
- Odyssey Florida Focus
- Math Coach
- ReflexMath
- Professional Learning Communities
- Computer Lab designated for Math Pull-out tutoring group
- Smartboards
- iPrep Math

Targeted Barriers to Achieving the Goal
- Due to the language barrier, especially as it pertains to word problems, 41% of the Hispanic subgroup met proficiency on the 2013 FCAT 2.0 Assessment
- Due to the language barrier and limited time for remediation of skills, 24% of the ELL subgroup met proficiency on the 2013 FCAT 2.0 Assessment
- Due to a deficiency in basic mathematical skills and a need for more individualized instruction, 40% of students in the Economically Disadvantaged subgroup met proficiency on the 2013 FCAT 2.0 Math Assessment.
- Due to the need for additional reinforcement and practice of basic mathematical concepts, 19% of the Students With Disabilities subgroup met proficiency on the 2013 FCAT2.0 Math Assessment
- Based on the 2013 FCAT 2.0 Mathematics assessment, the lowest reporting category for Students scoring a Level 3 in 6th - 8th grade was Geometry and Measurement due to limited exposure to problem solving skills.
- Based on the 2013 FCAT 2.0 Mathematics assessment, the lowest reporting category for students scoring a Level 4 or above in 6th - 8th grade was Geometry and Measurement due to limited exposure to problem solving skills in the area of applying formulas.
- Based on the 2013 FCAT 2.0 Mathematics assessment, 64% of students made learning gains in Math. The lowest reporting category for 6th through 8th grade was Geometry and Measurement due to further practice needed in properties of two-dimensional shapes, perimeter, and measurement.
- Based on the 2013 FCAT 2.0 Mathematics assessment, the lowest reporting category for students in the lowest 25% making learning gains in 6th - 8th grade was Geometry and Measurement due to a need for more review of previously learned concepts.
- Based on the 2013 Algebra 1 EOC assessment, the lowest reporting category for students at Achievement Level 3 was Polynomials due to further practice needed in factoring polynomials.

- Based on the 2013 Algebra 1 EOC assessment, the lowest reporting category for students at Achievement Level 4 and above was Polynomials due to a need for problems involving complex and more real world situations.

Plan to Monitor Progress Toward the Goal

Ensuring and monitoring the fidelity of Differentiated Instruction and the use of Florida's Continuous Improvement Model in Math classes.

Person or Persons Responsible
MTSS/RtI Team, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-formative assessments, Interim Assessments, Summative: FCAT 2.0 Math Assessment

G4. During the 2012-2013 school year 20 % (91) of students scored a Level 3 or higher in Science. 25% of students are expected to make a Level 3 in Science for the 2014 School Year.

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- Science Lab, Science lab materials, FCAT Explorer

- Discovery Education, Gizmos

Targeted Barriers to Achieving the Goal
- 20% of students scored a Level 3 on the science FCAT 2.0. The lowest reporting categories in 8th grade Science were Physical and Life Science due to a need for further inquiry-based learning.

- 15% of students scored a Level 4 or 5 on the Science FCAT 2.0. These students require additional enrichment activities.

Plan to Monitor Progress Toward the Goal

Florida's Continuous Improvement Model (FCIM) Projects and lab reports will be reviewed to ensure progress.

Person or Persons Responsible
MTSS/RtI Team, Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim Assessments Summative: Science FCAT 2.0

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, engineering, Gizmos Science, and Gizmos Math.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Gizmos

- Computers, Smartboards, Printers

Targeted Barriers to Achieving the Goal

- There is limited exposure to STEM activities.

- Language Barrier makes it difficult for students to participate in STEM activities.

Plan to Monitor Progress Toward the Goal

Review and analyze data reports, conduct walkthroughs, and ensure inquiry based learning and Gizmos activities are being implemented. Classroom grouping and informal assessments will be focused on inquiry based activities and the use of innovative thinking strategies.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini Assessments, Class tests, Science Labs Summative: District Assessments

G6. Utilizing CTE curriculum, will increase STEM learning opportunities for students.

Targets Supported

- CTE

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Limited opportunities for advanced level STEM learning activities within school.

Plan to Monitor Progress Toward the Goal

Increase STEM/CTE activities.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student work samples, classroom visitations, lesson plans

G7. During the 2012-2013 Civics baseline assessment, students scored 32.2% in Origins of Law and Government, 36.9% in Roles, Rights, and Responsibilities of Citizens, 27.4% in Organization and Function of Govt, and 32.1% in Contemporary Issues.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Guided Notes

Targeted Barriers to Achieving the Goal
- Students have very limited background knowledge in Civics.

Plan to Monitor Progress Toward the Goal

Conduct Department Data Chats and classroom visitations to ensure the use of data in monitoring progress.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data Chat forms, student work samples, lesson plans, classroom visitation log

G8. Limited English Proficiency places our students at an at-risk category for Early Warning Signs.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- Incentives through EESAC

- "Reverse The Violence" Grant

- TRUST Counselor

Targeted Barriers to Achieving the Goal

- 14% of students missed 10% or more due to a need for additional motivation to come to school.

- In grades 6th - 8th, two percent of students failed a math or English Language Arts course.

- In grades 6th - 8th, one percent of students failed two or more courses in any subject.

- 17% of students received one or more behavior referrals that lead to suspension. These students are at an increased risk for social, mental, and/or academic issues.

Plan to Monitor Progress Toward the Goal

Monitor implementation of "Reverse The Violence" grant and Attendance Incentives

Person or Persons Responsible

MTSS/RtI Team, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Decrease in referrals, scams, and crisis. Monitor attendance rate and individual homeroom attendance.

Action Plan for Improvement

Problem Solving Key

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

G1. During the 2012-2013 school year, 26% (336) of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G1.B1 Due to a deficiency in reading comprehension because of the language barrier, only 25% of the English Language subgroup met proficiency in 2013.

G1.B1.S1 Reading Comprehension will be reinforced through various program.

Action Step 1

Will have students work on Achieve3000 during Differentiated Instruction and assigned lab time.

Person or Persons Responsible

Teachers of ELL students

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Progress Monitoring Reports Differentiated Instruction Group Roster

Action Step 2

Incorporating CRISS strategies for accountable talk and student engagement.

Person or Persons Responsible

ELL and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples/ walk-throughs

Facilitator:

Karen Delgado

Participants:

ELL and LA Teachers

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

Use of Achieve3000 Intervention Program Florida's Continuous Improvement Model

Person or Persons Responsible

Literacy Leadership Team/ Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Progress Monitoring Reports

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring Reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting dates, OPM Reports, Classroom Walkthroughs

G1.B2 Due to the need for more reinforcement of basic reading skills, only 20% of the Students With Disabilities subgroup met proficiency in 2013

G1.B2.S1 Provide more opportunities to reinforce basic skills.

Action Step 1

will use Achieve3000 for Intervention and remediation of reading skills. Will utilize Florida's Continuous Improvement Model

Person or Persons Responsible

SWD subgroup

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Progress Monitoring Reports

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

Review program progress monitoring reports

Person or Persons Responsible

Special Education Department Chairperson, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Progress Monitoring Reports

Plan to Monitor Effectiveness of G1.B2.S1

The use and progress of students on Achieve3000

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Growth on progress monitoring reports

G1.B3 Due to a deficiency in reading comprehension and the differences in language lost in translation from their home language to English, 46% of the Hispanic subgroup met proficiency in 2013

G1.B3.S1 Students will describe the relationship between a series of historical events, scientific ideas or concepts, or step in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Action Step 1

Teachers will use Modeling, Graphic Organizers, Reciprocal Teaching, Story Maps, and Writing Prompts to teach and reinforce language pertaining to cause and effect relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Ensure that Florida's Continuous Improvement Model (FCIM) is in place, and that different strategies are used to teach and reinforce the cause and effect benchmark.

Person or Persons Responsible

Reading Coach, Adminsitration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work Samples, Classroom Walkthroughs, Data Results from Progress Monitoring and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Students are progressing and making gains in the cause and effect benchmark.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats, Interim Assessment Results, Student Work Samples

G1.B4 Due to limited educational resources in the home, 46% of Economically Disadvantaged students met proficiency in 2013

G1.B4.S1 Increase reading and academic skills through the use of EESAC teacher mini-grants, Raise A Level field trip, and incentives.

Action Step 1

Academic incentives for students through Raise-A-Level Field Trip and EESAC teacher mini-grants.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork, sign-in sheets, data chats

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

Success Academy lessons/ Differentiated Instruction groups.

Person or Persons Responsible

Literacy Leadership Team, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs, sign-in sheets

Plan to Monitor Effectiveness of G1.B4.S1

Ensure that Florida's Continuous Improvement Model (FCIM) is being utilized as Success Academy lessons are being implemented and evaluated for success.

Person or Persons Responsible

MTSS/RtI Team, Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Success Academy lessons, Student work samples

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 Students scoring at or above Achievement Level 4 need rigorous instruction and the study of the effect of vocabulary skills on the interpretation of passages.

G1.B6.S1 Students will use a variety of texts to analyze word meanings.

Action Step 1

Utilizing ReadingPlus 4.0 as a cross-curricular resource.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork, ReadingPlus OPM reports

Facilitator:

ReadingPlus Representative

Participants:

All teachers will participate in a ReadingPlus training in order to support reading application across subject areas.

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

Utilizing Scope and other texts to determine meaning of words and phrases

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Florida's Continuous Improvement Model (FCIM), student work samples, teacher assessments

Plan to Monitor Effectiveness of G1.B6.S1

Using Scope Magazine and other supplemental texts to determine the meaning of words and phrases

Person or Persons Responsible

MTSS/RtI, Literacy Leadership Team, Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini Assessments, Interim Exams, Reading Plus, FCAT Explorer Summative: FCAT 2.0

G1.B7 Based on the 2013 FCAT 2.0 Reading assessment, 68% of 6th through 8th grade students made learning gains in reading. The lowest reporting category in 6th and 8th grade was Reading Application, and Vocabulary in 7th grade. There is a lack of strong vocabulary and grammar foundation due to primary language interference that affects not only vocabulary acquisition but Reading Application as well.

G1.B7.S1 School-wide vocabulary program "Word Generation" will be implemented through the Core Subject Areas.

Action Step 1

Word Generation Mini-Lesson

Person or Persons Responsible

Each day students complete a Common Core, higher order activity, based on an informational, high interest, debatable text. This program not only develops vocabulary, but also supports reading application, analytical thinking, and evidentiary writing.

Target Dates or Schedule

Daily

Evidence of Completion

Reviewed weekly set of WG Lessons

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

Florida's Continuous Improvement Model (FCIM), Weekly Word Generation Lessons, CRISS Strategies, Word Walls

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Mini Assessments, WG Lessons, Interim Exams Summative:FCAT 2.0 Reading 2014

Plan to Monitor Effectiveness of G1.B7.S1

Florida's Continuous Improvement Model (FCIM), Weekly Word Generation Lessons

Person or Persons Responsible

MTSS/RtI Team, Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Mini Assessments, WG Lessons, Interim Exams Summative:FCAT 2.0 Reading 2014

G1.B7.S2 Common Core exemplar lessons will be implemented, as well as in-house Professional Development.

Action Step 1

Common Core Professional Development

Person or Persons Responsible

All teachers

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Evidence of common core lessons in lesson plans, walk throughs, student work samples

Facilitator:

Department Chairpersons

Participants:

All teachers

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

Common Core Implementation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, classroom walk throughs, student work samples

Plan to Monitor Effectiveness of G1.B7.S2

Implementation of common core curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom walk throughs, student work samples

G1.B8 Students in the lowest 25% subgroup receive limited guided instruction that ensures every student receives exposure and reinforcement in the weakest benchmarks.

G1.B8.S1 Teachers will use data and Ongoing Progress Monitoring Reports to provide Differentiated Instruction, as well as an adopted framework utilizing instructional time in the block schedule.

Action Step 1

Will utilitze OPM data and interim data to provide Differentiated Instruction based on individual instructional needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

D.I. Log, OPM Data Reports in Data Binder, Interim Results, classroom walkthroughs

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

Will use Florida's Continuous Improvement Model (FCIM); will analyze data sources to provide Differentiated Instruction at students' individual academic needs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Differentiated Instruction Roster, evidence of D.I. in lesson plans and walkthroughs, the use of data sources such as OPM reports from ReadingPlus, FCAT Explorer, Achieve3000, and Interim results

Plan to Monitor Effectiveness of G1.B8.S1

Conduct classroom walkthroughs, as well as examine lesson plans and student work samples, for evidence of guided and differentiated instruction.

Person or Persons Responsible

MTSS/RtI Team/ Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini Assessments, Reading Plus, FCAT Explorer Summative: FCAT 2.0 Reading

G1.B9 For CELLA students, the lowest reporting category for 6th- 8th grade was Vocabulary. Students have limited exposure to the English language at home, therefore limiting proficient listening/speaking opportunities.

G1.B9.S1 Students in grades 6th-8th will analyze listening/speaking experiences after stories, classroom activities, and school functions that provide opportunities for expression. They will also distinguish shades of meaning among related words that describe states of mind of degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Teachers will vary the complexity of assignments through differentiated instruction.

Action Step 1

Utilizing Florida's Continuous Improvement Model and increasing opportunities of listening/speaking experiences and ELL strategies school-wide.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, evidence through walkthroughs

Facilitator:

Ms. Pena/ Ms. Correa (from ELL Department)

Participants:

All Teachers

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

Will use classroom activities and school functions to increase listening/speaking opportunities. Will focus on increasing knowledge of shades of meaning among related words.

Person or Persons Responsible

Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Biweekly assessments/ Computer generated progress tracking reports Summative: 2014 CELLA Administration

Plan to Monitor Effectiveness of G1.B9.S1

Florida's Continuous Improvement Model (FCIM), Achieve 3000 Reports, FAIR OPM Data

Person or Persons Responsible

MTSS/RtI Team, Literacy Leadership Team, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Biweekly assessments/ Computer generated progress tracking reports Summative: 2014 CELLA Administration

G1.B10 CELLA students continue to resort back to their home language as their primary language during instructional and home learning.

G1.B10.S1 Students will practice and reinforce the use of reading and vocabulary skills of the English language through the use of graphic organizers, visual aids, and Task Cards.

Action Step 1

Will use visual aides, graphic organizers, Task Cards to support Reading Instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, student work samples

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

Promote and implement the use of graphic organizers, task cards, and visuals to enhance reading instruction for English Language Learners.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, classroom assessments

Plan to Monitor Effectiveness of G1.B10.S1

Incorporate visual aides, graphic organizers, Task Cards to help organize information and support reading instruction.

Person or Persons Responsible

Teachers, Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork assessments, student work samples, Interim Assessments.

G1.B11 English Language Learners are not proficient in the steps of the writing process as it relates to the English language.

G1.B11.S1 Students will use the following steps to the writing process: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as sharing and responding to writing.

Action Step 1

Will teach students the steps of the writing process, through Writing Notebooks, and varying purposes for writing.

Person or Persons Responsible

Teachers, Literacy Leadership Team, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing Notebooks, Student work samples, Monthly writing prompts

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

Provide opportunities for students to go through the writing process

Person or Persons Responsible

Leadership Literacy Team, Reading Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing Notebooks, student work samples

Plan to Monitor Effectiveness of G1.B11.S1

Monitor implementation of writing plan

Person or Persons Responsible

MTSS/RtI Team, Administration, Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Writing samples in work folders/ Monthly Prompts Summative: 2014 CELLA Administration

G2. During the 2012-2013 school year 38% (172) of students scored a Level 3 or higher in writing. 44 % of students are expected to make a Level 3 or higher for the 2014 school year, an increase of 6 percentage points.

G2.B1 Based on the 2012 FCAT Writing Test, the area of deficiency was a lack of adequate support in their Persuasive arguments.

G2.B1.S1 Students will support their claims with logical reasoning, relevant, accurate data, and evidence that demonstrates an understanding of the topic or text, using credible sources.

Action Step 1

Will provide writing opportunities for students to support their claims with logical reasoning using Writing Notebooks, monthly writing prompts, and Weekly Word Generation Lessons

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Writing Notebooks, Word Generation Writing Lessons

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

Monitor implementation of writing strategies

Person or Persons Responsible

Teachers, Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

monthly writing prompts, writing notebooks, Weekly Word Generation Writing Lesson, Student work samples

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring and implementation of evidentiary writing and using persuasive arguments for support.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Florida's Continuous Improvement Model (FCIM), Individual writing conferences with students, monitoring of work folder samples, monthly writing prompts, Weekly Word Generation Writing Lessons

G3. During the 2012-2013 school year, 21% (251) of students scored a Level 3 on FCAT 2.0 Math. During 2013-2014, 36% of students are expected to score at Level 3 on the FCAT 2.0 in Math.

G3.B1 Due to the language barrier, especially as it pertains to word problems, 41% of the Hispanic subgroup met proficiency on the 2013 FCAT 2.0 Assessment

G3.B1.S1 Provide opportunities to solve more word problems in real-world context.

Action Step 1

Flexible student groups will allow for more scaffolded and targeted remediation of skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student work samples, Interim Assessment Results

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

Evidence of flexible grouping Florida's Continuous Improvement Model

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthroughs, student work samples

Plan to Monitor Effectiveness of G3.B1.S1

Review data and progress in Geometry and Measurement benchmarks and ensure the implementation of flexible grouping to remediate needed skills. Florida's Continuous Improvement Model

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim Assessments, Student work samples, classroom assessments Summative: Math FCAT 2.0

G3.B2 Due to the language barrier and limited time for remediation of skills, 24% of the ELL subgroup met proficiency on the 2013 FCAT 2.0 Assessment

G3.B2.S1 Provide opportunities for reinforcement of Geometry and Measurement skills.

Action Step 1

Before school remediation/tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

Three times a week

Evidence of Completion

Classroom walk throughs, student work samples

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

Review tutoring sign-in sheets and data from Interim Assessments Florida's Continuous Improvement Model

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, Sign-in sheets

Plan to Monitor Effectiveness of G3.B2.S1

Review data to ensure progress of math skills.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim assessments, classroom assessments, student work samples Summative: FCAT 2.0 Math Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 Due to a deficiency in basic mathematical skills and a need for more individualized instruction, 40% of students in the Economically Disadvantaged subgroup met proficiency on the 2013 FCAT 2.0 Math Assessment.

G3.B3.S1 Provide opportunities for more individualized instruction in the area of Geometry and Measurement.

Action Step 1

Incorporate Differentiated Instruction within their instructional block

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk throughs, student work samples

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

Ensure Differentiated Instruction is taking place in math classes to reinforce targeted benchmarks as needed by individual students. Florida's Continuous Improvement Model

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, classroom walk throughs, Interim assessment data

Plan to Monitor Effectiveness of G3.B3.S1

Monitor the fidelity of the implementation of Differentiated Instruction in Math classes.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom walk throughs, Student work samples, Interim assessment data Summative: FCAT 2.0 Math Assessment

G3.B4 Due to the need for additional reinforcement and practice of basic mathematical concepts, 19% of the Students With Disabilities subgroup met proficiency on the 2013 FCAT2.0 Math Assessment

G3.B4.S1 Computer-based intervention program will be utilized for remediation of skills.

Action Step 1

Utilizing ReflexMath for Differentiated Instruction groups, as well as take students to the Math Computer Lab weekly.

Person or Persons Responsible

Special Education Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Ongoing Progress Monitoring Reports, student work samples, D.I. rotation schedule

Facilitator:

ReflexMath Representative

Participants:

Special Education Teachers and Math Teachers

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

Ensure that students are attending the lab and using ReflexMath during Intervention. Will review progress monitoring reports to ensure that students are making academic progress.

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Progress Monitoring Reports

Plan to Monitor Effectiveness of G3.B4.S1

Review data from Ongoing Progress Monitoring Reports Florida's Continuous Improvement Model

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Progress Monitoring Reports, Interim Assessments Summative: FCAT 2.0 Assessment

G3.B5 Based on the 2013 FCAT 2.0 Mathematics assessment, the lowest reporting category for Students scoring a Level 3 in 6th - 8th grade was Geometry and Measurement due to limited exposure to problem solving skills.

G3.B5.S1 Students will receive a short period of spiral review each class which will focus on increasing their Fundamental Geometry and Measurement skills.

Action Step 1

will provide real-world problems to practice problem-solving skills. Skills will be reinforced through Odyssey and Florida Focus

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Ongoing Progress Monitoring Reports, student work samples, informal class assessments

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

Progress monitoring, real-world problems through projects, classwork and home learning

Person or Persons Responsible

Math Coach, Math Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, projects, OPM reports

Plan to Monitor Effectiveness of G3.B5.S1

Florida's Continuous Improvement Model (FCIM), Data from district provided interim exams will be analyzed to assess whether students are performing at a proficient level. Odyssey, Florida Focus OPM Reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim assessments, student work samples, OPM reports Summative: FCAT 2.0 Math Assessment

G3.B6 Based on the 2013 FCAT 2.0 Mathematics assessment, the lowest reporting category for students scoring a Level 4 or above in 6th - 8th grade was Geometry and Measurement due to limited exposure to problem solving skills in the area of applying formulas.

G3.B6.S1 Provide students with enrichment opportunities to extend their learning.

Action Step 1

Enrichment curriculum through IPREP Math

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, informal class assessments, Interim assesssments

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

Look for evidence of higher order problem solving tasks in student work samples, lesson plans, and class assessments

Person or Persons Responsible

Math Coach, Department Chairperson, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, class assessments, Interim assessments

Plan to Monitor Effectiveness of G3.B6.S1

The implementation of high complexity tasks through IPREP Math Carnegie Program.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim assessments, student work samples, classroom assessments, lesson plans
Summative: FCAT 2.0 Math Assessment

G3.B7 Based on the 2013 FCAT 2.0 Mathematics assessment, 64% of students made learning gains in Math. The lowest reporting category for 6th through 8th grade was Geometry and Measurement due to further practice needed in properties of two-dimensional shapes, perimeter, and measurement.

G3.B7.S1 Provide additional practice and opportunities for students to study and manipulate polygons.

Action Step 1

Provide opportunities for students to compose, decompose, and transform polygons to build other polygons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, classroom assessments

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

Visit classrooms, review interims, and track progress of Geometry and Measurement category.

Person or Persons Responsible

Math Department Chair/ Math Coach/ Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interims, Classroom observations, student work samples

Plan to Monitor Effectiveness of G3.B7.S1

Students will use hands-on activities to manipulate polygons and increase their Geometry skills.

Person or Persons Responsible

MTSS Team/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, classroom observations, lesson plans, student work samples

G3.B8 Based on the 2013 FCAT 2.0 Mathematics assessment, the lowest reporting category for students in the lowest 25% making learning gains in 6th - 8th grade was Geometry and Measurement due to a need for more review of previously learned concepts.

G3.B8.S1 ReflexMath will be utilized for before-school remediation in computer lab.

Action Step 1

Will use ReflexMath computer program during Differentiated Instruction, before-school, and/or assigned computer lab time.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Ongoing Progress Monitoring Reports

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

Monitor and analyze data for progress

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

OPM Reports

Plan to Monitor Effectiveness of G3.B8.S1

reviews OPM reports and discusses progress with the Math Department, as well as assesses further needs.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim Assessments, OPM Reports, Department Meeting Minutes, Lesson Plans, Computer Lab Schedule Summative: FCAT 2.0 Math assessment

G3.B9 Based on the 2013 Algebra 1 EOC assessment, the lowest reporting category for students at Achievement Level 3 was Polynomials due to further practice needed in factoring polynomials.

G3.B9.S1 Students will simplify polynomial expressions.

Action Step 1

Will demonstrate using sample problems to demonstrate how to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. Will provide sufficient practice for students to learn the concept.

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples, lesson plans

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

Look for evidence of polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts in lesson plans and student work samples. Analyze data of interim assessments to review progress of goal.

Person or Persons Responsible

Math Coach, Department Chairperson, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, data from interim assessments

Plan to Monitor Effectiveness of G3.B9.S1

Monitor data, lesson plans, and student work samples to ensure Florida's Continuous Improvement Model (FCIM) is being implemented with fidelity and real-world problems in the area of polynomials are being reinforced.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Biweekly Assessments, student work samples, District Interim Data
Summative Assessment: 2014 Algebra EOC Examination

G3.B10 Based on the 2013 Algebra 1 EOC assessment, the lowest reporting category for students at Achievement Level 4 and above was Polynomials due to a need for problems involving complex and more real world situations.

G3.B10.S1 Students will model real world situations with polynomial equations using multiple representations (graphical, tabular, algebraic, and verbal)

Action Step 1

monitor progress and data reports to ensure progress of goal

Person or Persons Responsible

Algebra Teachers, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interim assessments, student work samples, Florida Focus reports

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

Monitor progress of strategy, ensure evidence of implementation during walkthroughs, in lesson plans, and student work samples

Person or Persons Responsible

Math Coach, Math Department Chairperson, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, classroom assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B10.S1

Student progress through data chats, math department meetings, classroom assessments, Interim Assessments

Person or Persons Responsible

MTSS/RtI Team, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, Monthly Progress Monitoring of data

G4. During the 2012-2013 school year 20 % (91) of students scored a Level 3 or higher in Science. 25% of students are expected to make a Level 3 in Science for the 2014 School Year.

G4.B1 20% of students scored a Level 3 on the science FCAT 2.0. The lowest reporting categories in 8th grade Science were Physical and Life Science due to a need for further inquiry-based learning.

G4.B1.S1 Provide increased exposure to inquiry-based activities.

Action Step 1

Will attend the Science lab weekly to conduct essential labs.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab reports, Weekly Science lab schedule

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

More opportunities for hands-on, inquiry-based learning

Person or Persons Responsible

MTSS/RtI Team, Science Department Head, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Science Lab Reports, Science Lab schedule

Plan to Monitor Effectiveness of G4.B1.S1

Administration will look for evidence of the implementation of more experiments in lesson plans, walkthroughs, visiting the Science lab, reviewing the lab schedule, and looking for Lab write-up reports in student work folders.

Person or Persons Responsible

Administration, Science Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim Assessments, lab reports Summative: Science FCAT 2.0

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 15% of students scored a Level 4 or 5 on the Science FCAT 2.0. These students require additional enrichment activities.

G4.B2.S1 Increase opportunities for enrichment throughout the Science curriculum.

Action Step 1

Will incorporate Discovery Education and Gizmos to enrich science lessons.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, lesson plans

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

The use of Discovery Education and Gizmos

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Implementation of enrichment activities

Person or Persons Responsible

Administration/ MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples, classroom exams, Interim Assessments Summative: Science FCAT 2.0

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, engineering, Gizmos Science, and Gizmos Math.

G5.B1 There is limited exposure to STEM activities.

G5.B1.S1 Provide opportunities for technology-based STEM activities.

Action Step 1

Will incorporate Differentiated Instruction, technology, and inquiry based learning to increase Math and Science skills.

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment Results, Progress Monitoring Data, Submission of student projects

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

Monitor the implementation of inquiry-based learning through lesson plans, student work samples, Interim Assessment results, Ongoing Progress Monitoring data.

Person or Persons Responsible

Math and Science Department Chairpersons, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment results, student work samples, Ongoing Progress Monitoring data, Science Labs

Plan to Monitor Effectiveness of G5.B1.S1

implementation of more inquiry based learning, technology in the classroom, and the use of Gizmos to increase math and science proficiency.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Ongoing Progress Monitoring Reports, Science Lab Reports, Student Work Samples, Interim Assessments Summative: FCAT 2.0 Math Assessment, FCAT 2.0 Science Assessment

G5.B2 Language Barrier makes it difficult for students to participate in STEM activities.

G5.B2.S1 Science fair materials will be translated in Spanish and parents will be offered assistance in their home language in order for them to assist their children with science fair projects.

Action Step 1

Provide assistance in home language

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair projects

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

Materials and information sent home in Spanish

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Packets and resources in Spanish

Plan to Monitor Effectiveness of G5.B2.S1

Ensure that materials and resources are provided in their home language

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Translated documents and materials

G6. Utilizing CTE curriculum, will increase STEM learning opportunities for students.

G6.B1 Limited opportunities for advanced level STEM learning activities within school.

G6.B1.S1 Increase opportunities for STEM/CTE cross-curricular activities.

Action Step 1

Implement increased opportunities for STEM/CTE cross-curricular activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples

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

Ensure that increase STEM/CTE activities are being implemented.

Person or Persons Responsible

Administration/ Science, Technology, and Math department chairs

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Effectiveness of G6.B1.S1

Ensuring that increased opportunities for STEM/CTE activities take place.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work Samples, Lesson Plans, Classroom Walkthroughs

G7. During the 2012-2013 Civics baseline assessment, students scored 32.2% in Origins of Law and Government, 36.9% in Roles, Rights, and Responsibilities of Citizens, 27.4% in Organization and Function of Govt, and 32.1% in Contemporary Issues.

G7.B1 Students have very limited background knowledge in Civics.

G7.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instruction and address students' weak areas of benchmark mastery.

Action Step 1

Weekly review of guided notes as well as utilize data from Interim Assessments to guide instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes, Interim Assessments, Lesson Plans

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

Department and student data chats

Person or Persons Responsible

Social Studies Department Chair/ Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chat forms, lesson plans, student work samples

Plan to Monitor Effectiveness of G7.B1.S1

Ensure that Interim data is utilized to drive instruction and that weekly guided notes are reviewed on an ongoing basis.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessment Data, Notes Summative: Civics 2014 EOC

G8. Limited English Proficiency places our students at an at-risk category for Early Warning Signs.

G8.B1 14% of students missed 10% or more due to a need for additional motivation to come to school.

G8.B1.S1 Quarterly attendance incentive program will be in place to reward attendance increase.

Action Step 1

reward homerooms with 100% attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Bulletin

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

Ensure attendance is being monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance bulletin, incentives

Plan to Monitor Effectiveness of G8.B1.S1

Monitor attendance rates

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

G8.B2 In grades 6th - 8th, two percent of students failed a math or English Language Arts course.

G8.B2.S1 The Student Services Department works closely with at-risk students and monitors their academic progress through conferences with students, parents, and teachers.

Action Step 1

Monitors academic progress of students

Person or Persons Responsible

Student Services Department, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress Reports, conference records, report cards

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

Ensures the fidelity of academic monitoring and continuous communication among students, parents, and teachers.

Person or Persons Responsible

MTSS/RtI Team, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom walkthroughs, Leadership Team meetings, Conference Logs

Plan to Monitor Effectiveness of G8.B2.S1

Ensures academic growth and progress of students.

Person or Persons Responsible

MTSS/RtI Team/ Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk throughs, Progress Reports, Report Cards, Ongoing Progress Monitoring Reports

G8.B3 In grades 6th - 8th, one percent of students failed two or more courses in any subject.

G8.B3.S1 Provide assistance to parents who don't speak English in order for them to help their children with academic and social needs.

Action Step 1

Parent Academy Workshops/ All-Star Parent Nights

Person or Persons Responsible

Parents

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets, meeting agendas

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Parent workshops

Person or Persons Responsible

All-Star Program Manager/ Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly parent meetings

Plan to Monitor Effectiveness of G8.B3.S1

Parent Workshops

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets, meeting agendas

G8.B4 17% of students received one or more behavior referrals that lead to suspension. These students are at an increased risk for social, mental, and/or academic issues.

G8.B4.S1 The "Reverse The Violence" grant will teach students effective strategies to deal with conflict resolution, anger management, bullying and harassment, and identify the indicators of violence and how to take the necessary steps to prevent it.

Action Step 1

Participate in "Reverse The Violence" activities

Person or Persons Responsible

Students with at-risk behaviors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Services data (referrals, attendance, Scams)

Plan to Monitor Fidelity of Implementation of G8.B4.S1

"Reverse The Violence" grant activities

Person or Persons Responsible

TRUST counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Counseling groups, field trips, student conduct

Plan to Monitor Effectiveness of G8.B4.S1

Decrease in behavior referrals and increase in conflict resolution

Person or Persons Responsible

students with at-risk behavior

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Services data

Coordination and Integration

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

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

Title I, Part A
A variety of services are provided to students who require additional remediation via extended learning opportunities. Kinloch Park Middle School's extended learning opportunities include after-school programs, Saturday Academy, Credit Recovery, Supplemental Education Services, and Summer School. The KPMS reading coach examines student data to help teachers assess student needs and provide the proper research -based intervention strategies. The coach also helps coordinate school-wide academic screening programs, assist in the design and implementation of progress monitoring programs, and design and deliver professional development on research-based intervention programs. Other facets of the school-wide program include a Parental Resource Center, Supplemental Educational Services, and support services to all special needs populations.
Title I, Part C- Migrant
Kinloch Park Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided
extended learning opportunities (before-school and/or after-school, and summer school) by Title I, Part C, Migrant Education Program.
Title I, Part D
Kinloch Park Middle School receives funds to support the Educational Outreach Program. Services are coordinated with district Drop-Out Prevention programs.
Title II
Kinloch Park Middle School uses supplemental funds for improving basic education in the following areas:
1. Training to certify qualified mentors for the New Teacher (MINT) Program.
2. Training for add-on endorsement programs, such as Reading, Gifted, and ESOL
3. Training and substitute release time for Professional Development Liaisons (PDL)
4. Focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study
Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs (HLAP), professional development on best practices for ESOL and content area teachers, reading and supplementary instructional
materials, and hardware and software for the development of language and literacy skills. The above services
will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve
the applications.
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community. Project Upstart, Homeless Children & Youth Program assists Kinloch Park Middle School with identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the KPMS registrar 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. The Liaison will continue to participate in

community organization meetings and task forces as it relates to homeless children and youth. Project Upstart provides homeless sensitivity and awareness campaign to all the schools, including Kinloch Park Middle School. The project will provide each school with a video and curriculum manual. Kinloch Park Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Kinloch Park Middle School follows the Safe and Drug-Free Schools program. This program specifically addresses violence and drug prevention/intervention through the curriculum delivered by the classroom teachers and the school TRUST specialist. The TRUST specialist's main goal is to counsel students on how to solve problems related to drugs/alcohol, stress, suicide, isolation, family violence, and other crises. Kinloch

Park Middle School also makes use of Peer Mediation for violence prevention.

Nutrition Programs

1.Kinloch Park Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2. Nutrition education, as per state statute, is taught through physical education.

3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

CTE

Articulation agreements allow KPMS 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.

Readiness for postsecondary opportunities will strengthen with the integrations of academics and career and

technical education components and a coherent sequence of courses.

Other

Parental

Kinloch Park Middle School will involve parents in the planning and implementation of the Title I Program and

extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Kinloch Park Middle School will increase parental engagement/involvement through developing (with ongoing

parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Kinloch Park Middle School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This positively impacts our goal of empowering parents and building their capacity for involvement. Kinloch Park Middle School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, The M-DCPS Title I Parent/Family Survey, distributed to the schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. During the 2012-2013 school year, 26% (336) of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G1.B1 Due to a deficiency in reading comprehension because of the language barrier, only 25% of the English Language subgroup met proficiency in 2013.

G1.B1.S1 Reading Comprehension will be reinforced through various program.

PD Opportunity 1

Incorporating CRISS strategies for accountable talk and student engagement.

Facilitator

Karen Delgado

Participants

ELL and LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples/ walk-throughs

G1.B6 Students scoring at or above Achievement Level 4 need rigorous instruction and the study of the effect of vocabulary skills on the interpretation of passages.

G1.B6.S1 Students will use a variety of texts to analyze word meanings.

PD Opportunity 1

Utilizing ReadingPlus 4.0 as a cross-curricular resource.

Facilitator

ReadingPlus Representative

Participants

All teachers will participate in a ReadingPlus training in order to support reading application across subject areas.

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork, ReadingPlus OPM reports

G1.B7 Based on the 2013 FCAT 2.0 Reading assessment, 68% of 6th through 8th grade students made learning gains in reading. The lowest reporting category in 6th and 8th grade was Reading Application, and Vocabulary in 7th grade. There is a lack of strong vocabulary and grammar foundation due to primary language interference that affects not only vocabulary acquisition but Reading Application as well.

G1.B7.S2 Common Core exemplar lessons will be implemented, as well as in-house Professional Development.

PD Opportunity 1

Common Core Professional Development

Facilitator

Department Chairpersons

Participants

All teachers

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Evidence of common core lessons in lesson plans, walk throughs, student work samples

G1.B9 For CELLA students, the lowest reporting category for 6th- 8th grade was Vocabulary. Students have limited exposure to the English language at home, therefore limiting proficient listening/speaking opportunities.

G1.B9.S1 Students in grades 6th-8th will analyze listening/speaking experiences after stories, classroom activities, and school functions that provide opportunities for expression. They will also distinguish shades of meaning among related words that describe states of mind of degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Teachers will vary the complexity of assignments through differentiated instruction.

PD Opportunity 1

Utilizing Florida's Continuous Improvement Model and increasing opportunities of listening/speaking experiences and ELL strategies school-wide.

Facilitator

Ms. Pena/ Ms. Correa (from ELL Department)

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, evidence through walkthroughs

G3. During the 2012-2013 school year, 21% (251) of students scored a Level 3 on FCAT 2.0 Math. During 2013-2014, 36% of students are expected to score at Level 3 on the FCAT 2.0 in Math.

G3.B4 Due to the need for additional reinforcement and practice of basic mathematical concepts, 19% of the Students With Disabilities subgroup met proficiency on the 2013 FCAT2.0 Math Assessment

G3.B4.S1 Computer-based intervention program will be utilized for remediation of skills.

PD Opportunity 1

Utilizing ReflexMath for Differentiated Instruction groups, as well as take students to the Math Computer Lab weekly.

Facilitator

ReflexMath Representative

Participants

Special Education Teachers and Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Ongoing Progress Monitoring Reports, student work samples, D.I. rotation schedule

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	During the 2012-2013 school year, 26% (336) of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.	$204,500
G3.	During the 2012-2013 school year, 21% (251) of students scored a Level 3 on FCAT 2.0 Math. During 2013-2014, 36% of students are expected to score at Level 3 on the FCAT 2.0 in Math.	$7,500
G5.	During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, engineering, Gizmos Science, and Gizmos Math.	$60,000
G8.	Limited English Proficiency places our students at an at-risk category for Early Warning Signs.	$1,000
	Total	$273,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Technology	Total
EESAC	$4,500	$1,000	$0	$5,500
Children's Trust	$0	$200,000	$0	$200,000
Title III	$0	$7,500	$0	$7,500
Title I	$0	$0	$60,000	$60,000
Total	$4,500	$208,500	$60,000	$273,000

Budget Details

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

G1. During the 2012-2013 school year, 26% (336) of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G1.B4 Due to limited educational resources in the home, 46% of Economically Disadvantaged students met proficiency in 2013

G1.B4.S1 Increase reading and academic skills through the use of EESAC teacher mini-grants, Raise A Level field trip, and incentives.

Action Step 1

Academic incentives for students through Raise-A-Level Field Trip and EESAC teacher mini-grants.

Resource Type

Other

Resource

FCAT Raise a Level field trip/ Academic Incentives through EESAC mini-grants

Funding Source

EESAC

Amount Needed

$4,500

G1.B6 Students scoring at or above Achievement Level 4 need rigorous instruction and the study of the effect of vocabulary skills on the interpretation of passages.

G1.B6.S1 Students will use a variety of texts to analyze word meanings.

Action Step 1

Utilizing ReadingPlus 4.0 as a cross-curricular resource.

Resource Type

Evidence-Based Program

Resource

Tutoring

Funding Source

Children's Trust

Amount Needed

$200,000

G3. During the 2012-2013 school year, 21% (251) of students scored a Level 3 on FCAT 2.0 Math. During 2013-2014, 36% of students are expected to score at Level 3 on the FCAT 2.0 in Math.

G3.B2 Due to the language barrier and limited time for remediation of skills, 24% of the ELL subgroup met proficiency on the 2013 FCAT 2.0 Assessment

G3.B2.S1 Provide opportunities for reinforcement of Geometry and Measurement skills.

Action Step 1

Before school remediation/tutoring

Resource Type

Evidence-Based Program

Resource

Tutors/Supplies

Funding Source

Title III

Amount Needed

$7,500

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, engineering, Gizmos Science, and Gizmos Math.

G5.B1 There is limited exposure to STEM activities.

G5.B1.S1 Provide opportunities for technology-based STEM activities.

Action Step 1

Will incorporate Differentiated Instruction, technology, and inquiry based learning to increase Math and Science skills.

Resource Type

Technology

Resource

Smartboards, Computers, Printers

Funding Source

Title I

Amount Needed

$60,000

G8. Limited English Proficiency places our students at an at-risk category for Early Warning Signs.

G8.B1 14% of students missed 10% or more due to a need for additional motivation to come to school.

G8.B1.S1 Quarterly attendance incentive program will be in place to reward attendance increase.

Action Step 1

reward homerooms with 100% attendance.

Resource Type

Evidence-Based Program

Resource

Incentives

Funding Source

EESAC

Amount Needed

$1,000