



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Community Charter Middle School

18720 SW 352ND ST

Florida City, FL 33034

305-245-2552

www.miamicomunitycharterschool.com

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 92%
Alternative/ESE Center No	Charter School Yes	Minority Rate 99%

School Grades History

2013-14 D	2012-13 C	2011-12 D	2010-11 C	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Miami Community Charter Middle School

Principal

Jila Rezaie

School Advisory Council chair

Ana Torres

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

Name	Title
Jacqueline Sera-Sirven	Assistant Principal
Maria Alba	Assistant Principal
Stephany Papili	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

Ana Torres-Chair

Lucia Soria-Vice Chair

Matthew Thornton-Treasurer

Dulce Linares-Secretary

Parents-Sigfridio Lamboglia; Jessica Martinez; Tamara Zukowski, Ricardo Sanchez

Students-Emmanuel Trigueros

Teachers-Maria Brown, Nelia Ferrufino, Taffy Cherill

Educational Support-Stephany Papili;Jacqueline Sera-Sirven

Educational Support-

BCR- Victor Hickson

Involvement of the SAC in the development of the SIP

Through Board Meetings, the SAC participates in the development and approval of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will organize several school wide activities, including activities for monthly celebrations such as African-American History month; Hispanic Heritage Month; Women’s month.
The SAC will also continue to monitor and approve any changes to the School Improvement Plan.

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

The SAC funds will be used to implement the monthly school wide activities, as planned by the SAC.
African American-\$377.50
Hispanic Heritage- \$377.50
Women’s Month-\$377.50
Red Ribbon Week-\$377.50

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jila Rezaie

Principal

Years as Administrator: 20

Years at Current School: 10

CredentialsE.D.D
Social Sciences, Math**Performance Record**

2013 – School Grade C
 Rdg. Proficiency, 39%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% -
 70 points
 Math Imp. of Lowest 25% -
 75 points
 Rdg. AMO – __
 Math AMO – __

2012 – School Grade-D
 Rdg. Proficiency, 38%
 Math Proficiency, 39%
 Rdg. Lrg. Gains, 60%
 Math Lrg. Gains, 51%
 Rdg. Imp. of Lowest 25% -
 72%
 Math Imp. of Lowest 25% -
 78%

2011 – School Grade-C
 Rdg. Proficiency, 56%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 58%
 Math Lrg. Gains, 58%
 Rdg. Imp. of Lowest 25% -
 66%
 Math Imp. of Lowest 25% -
 63%

2010 – School Grade-A
 Rdg. Proficiency, 64%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 70%
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25% -
 70%
 Math Imp. of Lowest 25% -
 97%

2009 – School Grade-A
 Rdg. Proficiency, 56%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 77%
 Math Lrg. Gains, 86%
 Rdg. Imp. of Lowest 25% -
 80%

Math Imp. of Lowest 25% -
77%

Jacqueline Sera-Sirven

Asst Principal

Years as Administrator: 8

Years at Current School: 9

Credentials

B.S. Criminal Justice
 M.Ed. Elementary Education
 ESOL
 English 5-9
 S.Ed. Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 39%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% -
 70 points
 Math Imp. of Lowest 25% -
 75 points
 Rdg. AMO – __
 Math AMO – __

2012 – School Grade-D
 Rdg. Proficiency, 38%
 Math Proficiency, 39%
 Rdg. Lrg. Gains, 60%
 Math Lrg. Gains, 51%
 Rdg. Imp. of Lowest 25% -
 72%
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 78%

2011 – School Grade-C
 Rdg. Proficiency, 56%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 58%
 Math Lrg. Gains, 58%
 Rdg. Imp. of Lowest 25% -
 66%
 Math Imp. of Lowest 25% -
 63%

2010 – School Grade-A
 Rdg. Proficiency, 64%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 70%
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25% -
 70%
 Math Imp. of Lowest 25% -
 97%

2009 – School Grade-A
 Rdg. Proficiency, 56%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 77%

Math Lrg. Gains, 86%
Rdg. Imp. of Lowest 25% -
80%
Math Imp. of Lowest 25% -
77%

Raina Fiallo

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

B.S. Early Childhood
M.Ed. Ed Leadership
ESOL

Performance Record

Maria Alba-Quesada

Asst Principal

Years as Administrator: 2

Years at Current School: 9

Credentials

Bachelors in Elementary Education with ESOL
Masters in Educational Leadership

Performance Record

2013 – School Grade C
Rdg. Proficiency, 39%
Math Proficiency, 48%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 69 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO – __
Math AMO – __
2012 – School Grade-D
Rdg. Proficiency, 38%
Math Proficiency, 39%
Rdg. Lrg. Gains, 60%
Math Lrg. Gains, 51%
Rdg. Imp. of Lowest 25% -
72%
Math Imp. of Lowest 25% -
78%
2011 – School Grade-C
Rdg. Proficiency, 56%
Math Proficiency, 63%
Rdg. Lrg. Gains, 58%
Math Lrg. Gains, 58%
Rdg. Imp. of Lowest 25% -
66%
Math Imp. of Lowest 25% -
63%
2010 – School Grade-A
Rdg. Proficiency, 64%
Math Proficiency, 75%
Rdg. Lrg. Gains, 70%
Math Lrg. Gains, 84%
Rdg. Imp. of Lowest 25% -
70%
Math Imp. of Lowest 25% -
97%
2009 – School Grade-A
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 77%
Math Lrg. Gains, 86%
Rdg. Imp. of Lowest 25% -
80%

Math Imp. of Lowest 25% -
77%

Stephany Papili

Asst Principal

Years as Administrator: 2

Years at Current School: 3

Credentials

Bachelor's in Exceptional Student Education
Masters in Reading

Performance Record

2013 – School Grade C
Rdg. Proficiency, 39%
Math Proficiency, 48%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 69 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO – __
Math AMO – __
2012 – School Grade-D
Rdg. Proficiency, 38%
Math Proficiency, 39%
Rdg. Lrg. Gains, 60%
Math Lrg. Gains, 51%
Rdg. Imp. of Lowest 25% -
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Rdg. Lrg. Gains, 58%
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2010 – School Grade-A
Rdg. Proficiency, 64%
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97%
2009 – School Grade-A
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 77%
Math Lrg. Gains, 86%
Rdg. Imp. of Lowest 25% -
80%

Math Imp. of Lowest 25% -
77%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nadyne Michel

Part-time / District-based

Years as Coach: 4

Years at Current School: 8

Areas

Reading/Literacy

Credentials

A.A. Degree in Language Arts

B.A. in English

Professional Certificate in English 6-12

Performance Record

2013 – School Grade C
Rdg. Proficiency, 39%
Rdg. Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% -
70 points
Rdg. AMO –__
2012 – School Grade-D
Rdg. Proficiency, 38%
Rdg. Lrg. Gains, 60%
Rdg. Imp. of Lowest 25% -
72%
2011 – School Grade-C
Rdg. Proficiency, 56%
Rdg. Lrg. Gains, 58%
Rdg. Imp. of Lowest 25% -
66%
2010 – School Grade-A
Rdg. Proficiency, 64%
Rdg. Lrg. Gains, 70%
Rdg. Imp. of Lowest 25% -
70%
2009 – School Grade-A
Rdg. Proficiency, 56%
Rdg. Lrg. Gains, 77%
Rdg. Imp. of Lowest 25% -
80%

Carolyn Cantave

Part-time / District-based Years as Coach: 4 Years at Current School: 7

Areas Mathematics

Credentials Bachelor's Degree in Psychology with a minor in Math
 Prof Certificate PreK-3; Math 6-12

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 39%
 Rdg. Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% -
 70 points
 Rdg. AMO – __

2012 – School Grade-D
 Rdg. Proficiency, 38%
 Rdg. Lrg. Gains, 60%
 Rdg. Imp. of Lowest 25% -
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2011 – School Grade-C
 Rdg. Proficiency, 56%
 Rdg. Lrg. Gains, 58%
 Rdg. Imp. of Lowest 25% -
 66%

2010 – School Grade-A
 Rdg. Proficiency, 64%
 Rdg. Lrg. Gains, 70%
 Rdg. Imp. of Lowest 25% -
 70%

2009 – School Grade-A
 Rdg. Proficiency, 56%
 Rdg. Lrg. Gains, 77%
 Rdg. Imp. of Lowest 25% -
 80%

Maria Brown		
Part-time / District-based	Years as Coach: 4	Years at Current School: 8
Areas	Science	
Credentials	BS in Elementary Education with ESOL endorsement K-6 Florida Teaching Certificate K-6	
Performance Record	2013 – School Grade C Rdg. Proficiency, 39% Rdg. Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 70 points Rdg. AMO – __ 2012 – School Grade-D Rdg. Proficiency, 38% Rdg. Lrg. Gains, 60% Rdg. Imp. of Lowest 25% - 72% 2011 – School Grade-C Rdg. Proficiency, 56% Rdg. Lrg. Gains, 58% Rdg. Imp. of Lowest 25% - 66% 2010 – School Grade-A Rdg. Proficiency, 64% Rdg. Lrg. Gains, 70% Rdg. Imp. of Lowest 25% - 70% 2009 – School Grade-A Rdg. Proficiency, 56% Rdg. Lrg. Gains, 77% Rdg. Imp. of Lowest 25% - 80%	

Classroom Teachers

# of classroom teachers	22
# receiving effective rating or higher	4, 18%
# Highly Qualified Teachers	77%
# certified in-field	19, 86%
# ESOL endorsed	7, 32%

reading endorsed

3, 14%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

17, 77%

with 6-14 years of experience

2, 9%

with 15 or more years of experience

2, 9%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

- Competitive Benefit Package-Board of Directors
- Master Teacher Program-Board of Directors
- Participation in Decision Making by Master Teachers-Dr. Rezaie
- Instructional Support-Dr. Rezaie
- Effective Student Behavior Management-Leadership Team
- Matching Tuition for Higher Degree or National Certification-Board of Directors

Teacher Mentoring Program/Plan

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

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

Teachers/Mentors:

Laurena Wettig/Nadyne Michel and Taffy Cherill
 Andrea Baena/Carolyn Cantave
 Lakinya Francis/Taffy Cherill
 Karen LaVohn/Nadyne Michel and Taffy Cherill

Mentoring Activities:

Master Teachers to First Year Teachers:
 Co-planning; Co-teaching
 Ongoing Team Meetings
 Lesson Plan Reviews
 Peer Observations

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

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

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

proficiency.

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

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

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

Tier 1 (Leadership Team)

Jila Rezaie-Principal

Maria Alba-Assistant Principal

Jacqueline Sera-Sirven-Assistant Principal

Stephany Papili-Assistant Principal/ESE Coordinator

Raina Fiallo-Assistant Principal

Tier 2

Nadyne Michel-Master Teacher

Taffy Cherill-Lead Teacher

Tier 3

Stephany Papili-AP/ESE Coordinator

Denise Goytia-ESE Teacher

Tier 1(Leadership Team)

- Administrator(s) (specify name) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (specify names)

- Special education personnel (specify names)

- School guidance counselor (specify name)

- School psychologist (specify name)

- School social worker (specify name)

- Member of advisory group, community stakeholders, parents (specify names)

- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 and supports 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 Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- iReady Utilization and Progress Reports
- Oral Reading Fluency Measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- CTBS Norm Referenced Test

Behavior

- Student Case Management System
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

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: Extended Day for All Students**Minutes added to school year:** 18,000

Enrichment and intervention is included in the student's daily schedule; the iReady program will be implemented for grades K-5 as a diagnostic tool not only for intervention and response to intervention but also a tool to implement during the enrichment and intervention times to provide students with during the day tutoring sessions. This will be implemented as a school wide differentiated instruction program.

Strategy Purpose(s)

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

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

All students will be diagnosed using the iReady tool, which will determine placement in the RTI tier's as well as whether students will be placed in Enrichment, On Level, or Intervention groups for the during the school day tutoring sessions. In addition, students will be taking a national norm referenced test in September; as well as the district baseline assessments. The administration will meet with the master teacher teams, to review data analyze and determine the effectiveness of strategies, then the master teachers will hold grade level data meetings, to modify and implement lesson plans in accordance with the data.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jila Rezaie	Principal
Jacqueline Sera-Sirven	Assistant Principal
Maria Alba	Assistant Principal
Stephany Papili	Assistant Principal
Raina Fiallo	Assistant Principal
Nadyne Michel	Master Teacher
Taffy Cherill	Lead Teacher

How the school-based LLT functions

On a regular basis the Literacy Leadership Team will meet to develop focus calendars, discuss pacing guides and follow up. The LLT will meet every four weeks to review the following:

1. Student progress based on available data at the time of the meeting. (Including FAIR).
2. Review the lesson plans in accordance with the state standards and pacing guide for the preceding four weeks.

The LLT team will make sure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars.

Major initiatives of the LLT

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all student's learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency and comprehension. An extensive reading fluency initiative will be initiated and monitored by the LLT team. In addition CRISS strategies will be implemented in the classroom and monitored by the LLT team. Two different Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature.

Every Teacher Contributes to Reading Instruction

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

Reading strategies and the FCAT Question Task Cards will be integrated into all of the Social Studies and Science courses with the use of Informational Text; in addition to all of the elective courses.

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

Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft It Academies, as well as four different advanced programs are being offered to students, as well as dual enrollment options.

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

Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft It Academies, as well as four different advanced programs are being offered to students, as well as dual enrollment options.

Strategies for improving student readiness for the public postsecondary level

This year, our second graduating class, will graduate, it is our goal that 100% of the seniors meet the graduation requirement. The school counselor is working closely with our Seniors, to ensure that all students graduate on time. Students, take the ACT, SAT, PSAT, and PERT.

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	48%	39%	No	54%
American Indian				
Asian				
Black/African American	46%	48%	Yes	51%
Hispanic	48%	36%	No	53%
White				
English language learners	37%	22%	No	43%
Students with disabilities	25%	11%	No	33%
Economically disadvantaged	48%	39%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	23%	35%
Students scoring at or above Achievement Level 4	40	14%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	31	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	28%	35%

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	29	31%	38%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	63%	48%	Yes	67%
American Indian				
Asian				
Black/African American	61%	48%	No	65%
Hispanic	63%	47%	No	66%
White				
English language learners	44%	40%	Yes	50%
Students with disabilities	33%	17%	No	40%
Economically disadvantaged	63%	48%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	30%	48%
Students scoring at or above Achievement Level 4	35	12%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		90%	91%
Middle school performance on high school EOC and industry certifications		76%	78%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	49%	51%
Students scoring at or above Achievement Level 4	13	27%	27%

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	15	16%	21%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

Florida Alternate Assessment (FAA)

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

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)	3		4
Participation in STEM-related experiences provided for students	175	75%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	200	66%	70%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			100%
Students taking CTE industry certification exams	200	66%	100%
Passing rate (%) for students who take CTE industry certification exams		66%	100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	22	7%	6%
Students who fail a mathematics course	18	6%	5%
Students who fail an English Language Arts course	13	4%	3%
Students who fail two or more courses in any subject	11	5%	3%
Students who receive two or more behavior referrals	24	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

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 %
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Goals Summary

- G1.** Our goal is to increase STEM related experiences from 3 to 4 activities; while increasing participation in STEM-related experiences from 75% (175) to 80% (238).
- G2.** Students scoring at 3 or above on the 2014 FCAT Reading 2.0 will increase by 15 percentage points from 39% to 54%.
- G3.** Our goal is to increase the amount of students scoring at 3.5 or above on the FCAT Writing from 31% (39) by 9 percentage points to 38%.
- G4.** Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 19 percentage points from 48% to 67%.
- G5.** Our goal is to increase the amount of students scoring at Level 3 or above on the Algebra 1 EOC by 3 percentage points from 49% (24) to 51%.
- G6.** Our goals is to increase the amount of passing scores on the Civics 70 percentage points from 0% to 70%.
- G7.** Our goal is to increase the percentage of students scoring Level 3 or above on the FCAT 2.0 Science by 5 percentage points from 16% (15) to 21%.
- G8.** Our goal is to increase the amount of students enrolling in one or more CTE course by 4 percentage points from 66% (200) to 70% (210).
- G9.** Students missing 10% of instructional time will decrease from 7% (22) to 6%; students receiving behavioral referrals will decrease from 8% (24) to 7%; suspensions will decrease from 1% (4) to 1%. Students failing atleast 2 classes 4% (11) to 3%.

Goals Detail

G1. Our goal is to increase STEM related experiences from 3 to 4 activities; while increasing participation in STEM-related experiences from 75% (175) to 80% (238).

Targets Supported

Resources Available to Support the Goal

- Instructional Pacing Guides; focus calendars; iReady; extended school day; school wide differentiated instruction; Triumph Learning Science Coach; data from CTBS Norm Referenced Test; 100 station technology lab.

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase actual student participation in Project Based Learning in STEM

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessments; STEM Participation

G2. Students scoring at 3 or above on the 2014 FCAT Reading 2.0 will increase by 15 percentage points from 39% to 54%.

Targets Supported

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

Resources Available to Support the Goal

- Instructional pacing guides, focus calendars, iReady, Extended school day; school wide differentiated instruction sessions; curriculum associates common core ready and florida ready practice books, science coach student test prep books; writing coach student test prep books, data from CTBS norm referenced test; 100 station technology lab

Targeted Barriers to Achieving the Goal

- The area of deficiency for 6th and 7th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.
- The area of deficiency for 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.
- The deficiency of the subgroup of Hispanic students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.
- The area of deficiency for 6th and 7th grade students scoring FCAT Level 4 or above as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.
- The area of deficiency for 8th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.
- The area of deficiency for 6th and 7th grade students in the ELL subgroup as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.
- The area of deficiency for 8th grade students in the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.
- The area of deficiency for students in the SWD subgroup as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.
- The area of deficiency for students in the Economically Disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.
- As noted on the 2012 CELLA, students have limited opportunities to listen and speak academic English outside the classroom.
- As noted on the 2012 CELLA, students have limited opportunities to read English outside the classroom.
- As noted on the 2012 CELLA, students have limited opportunities to write academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

MTSS/RTI Team; LLT Team; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments-District Winter Assessments; CTBS Norm Referenced Test; iReady data
Summative Assessments-Results for the 2014 FCAT 2.0

G3. Our goal is to increase the amount of students scoring at 3.5 or above on the FCAT Writing from 31% (39) by 9 percentage points to 38%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Additional Writing Teacher; Triumph Learning Writing Coach; Extended School Day-school wide differentiated instruction.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by LLT and MTSS/RTI teams in order to monitor student's progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, Administration, and MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly writing prompts; District Interim Assessments

G4. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 19 percentage points from 48% to 67%.

Targets Supported

Resources Available to Support the Goal

- Instructional Pacing Guides, focus calendars, iReady, extended school ay, school wide differentiated instruction sessions; Curriculum Associates Common Core Ready and Florida ready practice books, data from CTBS Norm Referenced Test; 100 station technology lab; Florida Go Math

Targeted Barriers to Achieving the Goal

- The area of deficiency for 6th -8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.
- The area of deficiency for 6th-8th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.
- The area of deficiency for 6th-8th grade students in the Black subgroup , as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.
- The area of deficiency for 6th-8th grade students in the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessment Data; iReady reports; CTBS Norm Referenced; Summative; FCAT 2.0 2014

G5. Our goal is to increase the amount of students scoring at Level 3 or above on the Algebra 1 EOC by 3 percentage points from 49% (24) to 51%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Additional Algebra I teacher added; 3 full time paraprofessionals; 100 station technology lab; Common Core Ready books; Everglades Test Prep Books; iReady diagnostics; CTBS Norm Referenced Test

Targeted Barriers to Achieving the Goal

- Students need increased experience with technology, especially reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting overall difficulty with all categories in Algebra I. Students report that the form of the test is not familiar to them.
- According to the 2013 Algebra EOC students had the most difficulty with polynomials.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Every Four Weeks

Evidence of Completion:

Formative Assessments- Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

G6. Our goals is to increase the amount of passing scores on the Civics 70 percentage points from 0% to 70%.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- 100 station computer lab; 3 full time paraprofessionals; coach test prep books; instructional pacing guides; focus calendars

Targeted Barriers to Achieving the Goal

- Upon completion of the U.S. History District Baseline assessment and review of course benchmarks, Students have limited understanding and knowledge of the U.S. Constitution.
- Upon completion of the Civics District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessments; US History EOC

G7. Our goal is to increase the percentage of students scoring Level 3 or above on the FCAT 2.0 Science by 5 percentage points from 16% (15) to 21%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Instructional Pacing Guides, focus calendars, iReady, extended school day, school wide differentiated instruction sessions; Triumph Learning Science Coach student books, data from CTBS Norm Referenced Test; 100 station technology lab;

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0, Level 3 students had difficulty with the Reporting Category Physical Science, because there is limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content.
- As noted on the 2013 FCAT 2.0, Level 4 students had difficulty with the Reporting Category Physical Science, because there is limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessments; CTBS Data

G8. Our goal is to increase the amount of students enrolling in one or more CTE course by 4 percentage points from 66% (200) to 70% (210).

Targets Supported

- CTE

Resources Available to Support the Goal

- Microsoft IT Academy; 100 station technology lab

Targeted Barriers to Achieving the Goal

- Many students have to take intensive courses which limits the amount of CTE courses they can take.

Plan to Monitor Progress Toward the Goal

Receive report from guidance counselor

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Amount of students on grade level; and completing CTE courses

G9. Students missing 10% of instructional time will decrease from 7% (22) to 6%; students receiving behavioral referrals will decrease from 8% (24) to 7%; suspensions will decrease from 1% (4) to 1%. Students failing atleast 2 classes 4% (11) to 3%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- 2 full time counselors;

Targeted Barriers to Achieving the Goal

- Parent unawareness of importance of attendance in student's academic growth.
- Increase in number of students may result in some suspension cases.
- Many students have to enroll in credit recovery as a result of not passing English or Math Courses.

Plan to Monitor Progress Toward the Goal

Meet with guidance counselor to review, attendance truancy; struggling students who are in danger of failing a course; behavior SCAMS.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to increase STEM related experiences from 3 to 4 activities; while increasing participation in STEM-related experiences from 75% (175) to 80% (238).

G1.B1 In order to emphasize/engage students in the problem solving process, we need to increase actual student participation in Project Based Learning in STEM

G1.B1.S1 Engage more students in STEM Related Activities.

Action Step 1

Establish a plan and timeline for the development of student science fair projects and increase student opportunities for participation in the Science Fair expo.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Submissions

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

Establish a plan and timeline for the development of student science fair projects and increase student opportunities for participation in the Science Fair expo in combination with the concentration of the pacing guides and coursework

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Submissions

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the amount of students participating in STEM projects

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Teachers Lesson Plans; incorporation of Project Based STEM related activities.

G2. Students scoring at 3 or above on the 2014 FCAT Reading 2.0 will increase by 15 percentage points from 39% to 54%.

G2.B1 The area of deficiency for 6th and 7th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.

G2.B1.S1 Students will be given instruction and time for application to quote explicitly from the text when drawing inferences.

Action Step 1

Students will... • practice using and identifying details from the passage to determine main idea, plot, and purpose. • practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. • practice justifying answers by going back to the text for support. • use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. • practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Instructional Strategies will include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; bi weekly benchmark data

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments, CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments, CTBS Norm Referenced Tests.

G2.B2 The area of deficiency for 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B2.S1 Students will be exposed to a variety of grade level vocabulary to apply to the learning process.

Action Step 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations.

Instructional strategies include:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessments; biweekly benchmark data.

Facilitator:

Curriculum Associates

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; FAIR assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Tests

G2.B3 The deficiency of the subgroup of Hispanic students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B3.S1 Students will be exposed to a variety of vocabulary and strategies, to apply to the learning process.

Action Step 1

- Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work/ iReady assessment; biweekly benchmark data

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B3.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessments Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G2.B4 The area of deficiency for 6th and 7th grade students scoring FCAT Level 4 or above as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.

G2.B4.S1 Students will be given additional instruction to quote explicitly from the text when drawing inferences as well as opportunities for application.

Action Step 1

Students will....

- practice using and identifying details from the passage to determine main idea, plot, and purpose.
- practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- practice justifying answers by going back to the text for support.
- use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose.
- practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Instructional Strategies will include:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question; and
- encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every four weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test.

Plan to Monitor Effectiveness of G2.B4.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; FAIR assessment data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Tests.

G2.B5 The area of deficiency for 8th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B5.S1 Students will be exposed to a variety of vocabulary strategies and vocabulary to apply to the learning process.

Action Step 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations.

Instructional strategies include:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B5.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments: Interim Assessments Data; FAIR assessment data; FAIR Assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G2.B6 The area of deficiency for 6th and 7th grade students in the ELL subgroup as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.

G2.B6.S1 Students will be given instruction and time for application to quote explicitly from the text when drawing inferences.

Action Step 1

Students will....

- practice using and identifying details from the passage to determine main idea, plot, and purpose.
- practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- practice justifying answers by going back to the text for support.
- use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose.
- practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Instructional Strategies will include:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question; and
- encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; bi weekly benchmark data

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments, CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B6.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments, CTBS Norm Referenced Tests.

G2.B7 The area of deficiency for 8th grade students in the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B7.S1 Students will be exposed to a variety of grade level vocabulary to apply to the learning process.

Action Step 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations.

Instructional strategies include:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessments; biweekly benchmark data.

Plan to Monitor Fidelity of Implementation of G2.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B7.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; FAIR assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Tests

G2.B8 The area of deficiency for students in the SWD subgroup as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.

G2.B8.S1 Students will be exposed to a variety of vocabulary and strategies, to apply to the learning process.

Action Step 1

- Students will....
 - o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.
 - o develop and maintain a response journal.
 - o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.
 - o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic.
 - o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work/ iReady assessment; biweekly benchmark data

Plan to Monitor Fidelity of Implementation of G2.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B8.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessments Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G2.B9 The area of deficiency for students in the Economically Disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B9.S1 Students will be given additional instructional strategies to use with vocabulary.

Action Step 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations. Instructional strategies include:
- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Student work; iReady assessment; biweekly benchmark data [OBJ*OBJ*OBJ*OBJ*OBJ*OBJ*OBJ*OBJ*]

Plan to Monitor Fidelity of Implementation of G2.B9.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B9.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments: Interim Assessments Data; FAIR assessment data; FAIR Assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G2.B10 As noted on the 2012 CELLA, students have limited opportunities to listen and speak academic English outside the classroom.

G2.B10.S1 Students will be provided with opportunities to listen and speak academic English, through the use of peer community groups.

Action Step 1

Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, biweekly benchmark data

Plan to Monitor Fidelity of Implementation of G2.B10.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B10.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative assessments; interim assessments data; FAIR assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G2.B11 As noted on the 2012 CELLA, students have limited opportunities to read English outside the classroom.

G2.B11.S1 Increase opportunities for students to read outside the classroom; as well as during class time.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theatre, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a means to increase vocabulary development. Word Walls, Graphic Organizers, and Word Banks will be used in all the classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessments; biweekly benchmark data

Plan to Monitor Fidelity of Implementation of G2.B11.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B11.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Interim Assessments Data; FAIR Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS norm referenced test.

G2.B12 As noted on the 2012 CELLA, students have limited opportunities to write academic English outside the classroom.

G2.B12.S1 Increase opportunities for students to write academic English outside the classroom.

Action Step 1

Reading Response Journals will be kept by every Reading/Language Arts teachers. Dialogue Journals, Graphic Organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessments; biweekly benchmark data

Plan to Monitor Fidelity of Implementation of G2.B12.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G2.B12.S1

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

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; FAIR Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G3. Our goal is to increase the amount of students scoring at 3.5 or above on the FCAT Writing from 31% (39) by 9 percentage points to 38%.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Instruction and application will be provided for students to present detailed evidence, examples, and reasoning to support effective arguments.

Action Step 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Portfolio's

Facilitator:

District

Participants:

6th, 7th, and 8th Language Arts Teachers

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

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT team in order to monitor student's progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Monthly writing prompts; District Interim Assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT team in order to monitor student's progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Writing Portfolios; Interim Assessments

G4. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 19 percentage points from 48% to 67%.

G4.B1 The area of deficiency for 6th -8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B1.S1 Students will be provided with opportunities for for hands on experiences and using models.

Action Step 1

- Students will..... o be provided with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. o develop an ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. o be exposed to higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. o be provided students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments; CTBS; Teacher Made Bi Weekly Assessments

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

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

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

G4.B2 The area of deficiency for 6th-8th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B2.S1 Students will be provided with opportunities for hands on experiences, using models through enrichment.

Action Step 1

- Students will..... o be provided with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. o be provided with opportunities for discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. o participate in thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data.

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports;
Teacher made assessments

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports;
Teacher made assessments

G4.B3 The area of deficiency for 6th-8th grade students in the Black subgroup , as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B3.S1 Students will participate in opportunities for hands on experiences and the use of models in instruction.

Action Step 1

- Students will..... o be placed in flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement. o receive support for mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

student work; iready assessments; biweekly benchmark data

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G4.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports; Teacher made assessments

G4.B4 The area of deficiency for 6th-8th grade students in the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B4.S1 Students will participate in hands on experiences, through the use of models.

Action Step 1

- Students will..... o be exposed to lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. o be provided with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism. o use virtual manipulatives to explore area and perimeter of two-dimensional figures. National Library of Virtual Manipulatives o be included in an in-school intervention tutorial program-iReady will be to address the mathematics deficiencies particularly in the areas of geometry and measurement as indicated by data reports. o increase fact fluency of sixth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work; iready assessments; biweekly benchmark data

Plan to Monitor Fidelity of Implementation of G4.B4.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports;
Teacher made assessments

Plan to Monitor Effectiveness of G4.B4.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports;
Teacher made assessments

G5. Our goal is to increase the amount of students scoring at Level 3 or above on the Algebra 1 EOC by 3 percentage points from 49% (24) to 51%.

G5.B1 Students need increased experience with technology, especially reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting overall difficulty with all categories in Algebra I. Students report that the form of the test is not familiar to them.

G5.B1.S1 Develop a format for students to show work.

Action Step 1

Develop a format for students to show work when they solve on-screen problems. A rubric may be developed and applied to the work and as students gain more experience, the credit given for the work may diminish. Students also experience difficulty in solving multistep equations, especially identifying the correct operations for each step.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work; iready assessments; biweekly benchmark data

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports; SuccessNet reports; Teacher made assessments

G5.B2 According to the 2013 Algebra EOC students had the most difficulty with polynomials.

G5.B2.S1 Increase instructional time and application of time spent on polynomials.

Action Step 1

Provide students with opportunities to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials.
- Simplify rational expressions.
- Divide polynomials by monomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessment; biweekly benchmark data

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

G6. Our goal is to increase the amount of passing scores on the Civics 70 percentage points from 0% to 70%.

G6.B1 Upon completion of the U.S. History District Baseline assessment and review of course benchmarks, Students have limited understanding and knowledge of the U.S. Constitution.

G6.B1.S1 Students will produce project-based activities and participate in peer reviews using class developed rubrics.

Action Step 1

Students will participate in the research-based program, “We the People.” The emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in mock Congressional hearings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, biweekly benchmark data

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

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

Person or Persons Responsible

Master Teacher

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative assessments; interim assessments data; FAIR assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative assessments; interim assessments data; FAIR assessment data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G6.B2 Upon completion of the Civics District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G6.B2.S1 Students will produce project-based activities and participate in peer reviews using class developed rubrics.

Action Step 1

Students will demonstrate: – Mastery of opposing points of view of a variety of issues – Mastery of the development of sound arguments to support positions – Mastery of CCSS for Literacy, Writing, Speaking , through Civics content

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples; Interim Assessment results; biweekly assessment results

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

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

Person or Persons Responsible

Master Teacher

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Student work samples; biweekly assessment data;

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; BiWeekly Assessment Date; EOC

G7. Our goal is to increase the percentage of students scoring Level 3 or above on the FCAT 2.0 Science by 5 percentage points from 16% (15) to 21%.

G7.B1 As noted on the 2013 FCAT 2.0, Level 3 students had difficulty with the Reporting Category Physical Science, because there is limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content.

G7.B1.S1 o Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on physical science.

Action Step 1

Students will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in science. o Gizmo's and Science Coach will be used in the classroom as part of daily instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; CTBS Norm Referenced Data; BiWeekly Assessment Data

Facilitator:

District

Participants:

6th Grade and 8th Grade Science Teachers

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

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

Person or Persons Responsible

Master Teachers

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Student Work; CTBS Norm Referenced Data; BiWeekly Assessment Data

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data

G7.B2 As noted on the 2013 FCAT 2.0, Level 4 students had difficulty with the Reporting Category Physical Science, because there is limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content.

G7.B2.S1 o Teachers will provide opportunities for students to engage in peer to peer and community service learning through projects within the classroom, school and/or community that increase awareness of current issues in science

Action Step 1

Eighth-grade science teachers will work with students to identify community issues that can be addressed through service learning. They will identify cross curricular connections and develop rubrics to evaluate projects. o Gizmo's and Science Coach will be used in the classroom as part of daily instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; Bi-Weekly Assessment Data

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

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

Person or Persons Responsible

Master Teachers

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Bi Weekly Assessment Data; Interim Assessment Data

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

CTBS Norm Referenced Test; Interim Assessment

G8. Our goal is to increase the amount of students enrolling in one or more CTE course by 4 percentage points from 66% (200) to 70% (210).

G8.B1 Many students have to take intensive courses which limits the amount of CTE courses they can take.

G8.B1.S1 Increase amount of students taking CTE courses.

Action Step 1

- Encourage articulation of middle and high school feeder pattern programs; especially the Microsoft OT certificate beginning with the 6th grade students.
- Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources.
- Schedule career academy student sin cohorts with common academic and CTE instructors.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

of students enrolled in CTE courses.

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

Monitor the amount of students who are falling behind in courses or not performing on grade level.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Log

Plan to Monitor Effectiveness of G8.B1.S1

Monitor the amount of students who are passing their CTE courses.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Log

G9. Students missing 10% of instructional time will decrease from 7% (22) to 6%; students receiving behavioral referrals will decrease from 8% (24) to 7%; suspensions will decrease from 1% (4) to 1%. Students failing atleast 2 classes 4% (11) to 3%.

G9.B1 Parent unawareness of importance of attendance in student's academic growth.

G9.B1.S1 Increase parent awareness.

Action Step 1

Parent Workshops will be given to parents on how important attendance is. Information for KidCare will also be provided.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Bulletin

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

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Bulletin; correspondence with parents

Plan to Monitor Effectiveness of G9.B1.S1

Monitor student attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Truancy cases entered on ISIS

G9.B2 Increase in number of students may result in some suspension cases.

G9.B2.S1 Decrease number of students receiving 2 or more referrals.

Action Step 1

Establish a reward system for students for perfect attendance and outstanding citizenship through "the Paw Points" behavior system.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

of students attending Paw Parties

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

Preventive discipline policy in the school minimizes the potential problems leading to suspension. School staff involve the parents immediately and before the consequences become inevitable. Positive Behavior management system implemented school wide, through the use of Paw Points, to attend a "Pawow" activity. Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

As Needed

Evidence of Completion

Parent Workshop attendance logs; # of referrals

Plan to Monitor Effectiveness of G9.B2.S1

Monitor behavior referrals; and meet with students.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

ISIS; SCAM

G9.B3 Many students have to enroll in credit recovery as a result of not passing English or Math Courses.

G9.B3.S1 Students who are struggling with reading proficiency will be referred to the MTSS/RTI team by following the process.

Action Step 1

A during the day tutorial program will be established, using the program iReady to address student's areas of needs. Participation in the program will be for everyone.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

iReady Reports

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

After being referred to the MTSS/RTI team after the FAIR AP 1 period, students will be placed in Tier II and begin the process for RTI.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Lesson Plans; placement in Tier II

Plan to Monitor Effectiveness of G9.B3.S1

Following the FCIM model student progress will be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

iReady Reports; CTBS Norm Referenced ata; Interim Assessments.

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an

educational setting that is safe, secure and free from harassment and bullying of any kind.

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

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

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

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

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

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

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

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

Job Training

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. Students scoring at 3 or above on the 2014 FCAT Reading 2.0 will increase by 15 percentage points from 39% to 54%.

G2.B2 The area of deficiency for 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B2.S1 Students will be exposed to a variety of grade level vocabulary to apply to the learning process.

PD Opportunity 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations.

Instructional strategies include:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.

Facilitator

Curriculum Associates

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessments; biweekly benchmark data.

G3. Our goal is to increase the amount of students scoring at 3.5 or above on the FCAT Writing from 31% (39) by 9 percentage points to 38%.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Instruction and application will be provided for students to present detailed evidence, examples, and reasoning to support effective arguments.

PD Opportunity 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Facilitator

District

Participants

6th, 7th, and 8th Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Portfolio's

G7. Our goal is to increase the percentage of students scoring Level 3 or above on the FCAT 2.0 Science by 5 percentage points from 16% (15) to 21%.

G7.B1 As noted on the 2013 FCAT 2.0, Level 3 students had difficulty with the Reporting Category Physical Science, because there is limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content.

G7.B1.S1 o Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on physical science.

PD Opportunity 1

Students will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in science. o Gizmo's and Science Coach will be used in the classroom as part of daily instruction

Facilitator

District

Participants

6th Grade and 8th Grade Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; CTBS Norm Referenced Data; BiWeekly Assessment Data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students scoring at 3 or above on the 2014 FCAT Reading 2.0 will increase by 15 percentage points from 39% to 54%.	\$124,660
G3.	Our goal is to increase the amount of students scoring at 3.5 or above on the FCAT Writing from 31% (39) by 9 percentage points to 38%.	\$3,000
G4.	Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 19 percentage points from 48% to 67%.	\$6,520
G7.	Our goal is to increase the percentage of students scoring Level 3 or above on the FCAT 2.0 Science by 5 percentage points from 16% (15) to 21%.	\$1,400
G8.	Our goal is to increase the amount of students enrolling in one or more CTE course by 4 percentage points from 66% (200) to 70% (210).	\$10,000
G9.	Students missing 10% of instructional time will decrease from 7% (22) to 6%; students receiving behavioral referrals will decrease from 8% (24) to 7%; suspensions will decrease from 1% (4) to 1%. Students failing atleast 2 classes 4% (11) to 3%.	\$6,000
Total		\$151,580

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Professional Development	Technology	Other	Total
School Operational Budget	\$12,600	\$115,000	\$4,530	\$3,450	\$10,000	\$6,000	\$151,580
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$12,600	\$115,000	\$4,530	\$3,450	\$10,000	\$6,000	\$151,580

Budget Details

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

G2. Students scoring at 3 or above on the 2014 FCAT Reading 2.0 will increase by 15 percentage points from 39% to 54%.

G2.B1 The area of deficiency for 6th and 7th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.

G2.B1.S1 Students will be given instruction and time for application to quote explicitly from the text when drawing inferences.

Action Step 1

Students will....

- practice using and identifying details from the passage to determine main idea, plot, and purpose.
- practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- practice justifying answers by going back to the text for support.
- use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose.
- practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Instructional Strategies will include:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question; and
- encouraging students to read from a wide variety of texts.

Resource Type

Evidence-Based Program

Resource

Common Core Ready Books and iReady Diagnostic

Funding Source

School Operational Budget

Amount Needed

\$4,500

G2.B2 The area of deficiency for 8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B2.S1 Students will be exposed to a variety of grade level vocabulary to apply to the learning process.

Action Step 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations.

Instructional strategies include:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.

Resource Type

Evidence-Based Program

Resource

CTBS Norm Referenced Test

Funding Source

School Operational Budget

Amount Needed

\$3,600

G2.B3 The deficiency of the subgroup of Hispanic students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B3.S1 Students will be exposed to a variety of vocabulary and strategies, to apply to the learning process.

Action Step 1

- Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Resource Type

Personnel

Resource

1 additional Teacher

Funding Source

School Operational Budget

Amount Needed

\$40,000

G2.B4 The area of deficiency for 6th and 7th grade students scoring FCAT Level 4 or above as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application; due to limited opportunities to quote explicitly from the text when drawing inferences from the text.

G2.B4.S1 Students will be given additional instruction to quote explicitly from the text when drawing inferences as well as opportunities for application.

Action Step 1

Students will....

- practice using and identifying details from the passage to determine main idea, plot, and purpose.
- practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- practice justifying answers by going back to the text for support.
- use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose.
- practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Instructional Strategies will include:

- graphic organizers (e.g., note taking, mapping);
- summarization activities;
- questioning the author;
- anchoring conclusions back to the text (e.g., explaining and justifying decisions);
- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
- text marking (e.g., making margin notes, highlighting);
- avoiding the interference of prior knowledge when answering a question; and
- encouraging students to read from a wide variety of texts.

Resource Type

Evidence-Based Materials

Resource

Textbooks

Funding Source

School Operational Budget

Amount Needed

\$1,560

G2.B7 The area of deficiency for 8th grade students in the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G2.B7.S1 Students will be exposed to a variety of grade level vocabulary to apply to the learning process.

Action Step 1

Students will....

- Partake in a variety of activities working with sets of words that are semantically related.
- practice with prefixes, suffixes, root words, synonyms, and antonyms.
- use strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- be able to distinguish literal from figurative interpretations.

Instructional strategies include:

- vocabulary word maps;
- word walls;
- personal dictionaries;
- instruction in different levels of content-specific words (shades of meaning);
- reading from a wide variety of texts;
- instruction in differences in meaning due to context; and
- engaging in affix or root word activities.

Resource Type

Personnel

Resource

3 HQ paraprofessionals

Funding Source

School Operational Budget

Amount Needed

\$55,000

G2.B10 As noted on the 2012 CELLA, students have limited opportunities to listen and speak academic English outside the classroom.

G2.B10.S1 Students will be provided with opportunities to listen and speak academic English, through the use of peer community groups.

Action Step 1

Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Resource Type

Personnel

Resource

Additional Support Teacher

Funding Source

School Operational Budget

Amount Needed

\$20,000

G3. Our goal is to increase the amount of students scoring at 3.5 or above on the FCAT Writing from 31% (39) by 9 percentage points to 38%.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Instruction and application will be provided for students to present detailed evidence, examples, and reasoning to support effective arguments.

Action Step 1

Students will: • Write routinely over extended time frames (either a single class period or over the course of two days) for a variety of discipline specific tasks, purposes, and audiences. • Introduce a claim (s) about a topic or issue, acknowledge and distinguish the claim (s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible resources.

Resource Type

Professional Development

Resource

Higher Ed

Funding Source

School Operational Budget

Amount Needed

\$3,000

G4. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 19 percentage points from 48% to 67%.

G4.B1 The area of deficiency for 6th -8th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B1.S1 Students will be provided with opportunities for for hands on experiences and using models.

Action Step 1

- Students will..... o be provided with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. o develop an ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. o be exposed to higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. o be provided students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Resource Type

Evidence-Based Program

Resource

Common Core Books and iReady Diagnostic

Funding Source

School Operational Budget

Amount Needed

\$4,500

G4.B2 The area of deficiency for 6th-8th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B2.S1 Students will be provided with opportunities for hands on experiences, using models through enrichment.

Action Step 1

- Students will..... o be provided with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. o be provided with opportunities for discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. o participate in thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Resource Type

Evidence-Based Materials

Resource

Textbooks

Funding Source

School Operational Budget

Amount Needed

\$1,570

G4.B3 The area of deficiency for 6th-8th grade students in the Black subgroup , as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B3.S1 Students will participate in opportunities for hands on experiences and the use of models in instruction.

Action Step 1

- Students will..... o be placed in flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement. o receive support for mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Resource Type

Professional Development

Resource

iReady

Funding Source

School Operational Budget

Amount Needed

\$450

G4.B4 The area of deficiency for 6th-8th grade students in the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement ; due to limited opportunities for hands on experiences and using models.

G4.B4.S1 Students will participate in hands on experiences, through the use of models.

Action Step 1

- Students will..... o be exposed to lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. o be provided with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism. o use virtual manipulatives to explore area and perimeter of two-dimensional figures. National Library of Virtual Manipulatives o be included in an in-school intervention tutorial program-iReady will be to address the mathematics deficiencies particularly in the areas of geometry and measurement as indicated by data reports. o increase fact fluency of sixth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. Our goal is to increase the amount of students scoring at Level 3 or above on the Algebra 1 EOC by 3 percentage points from 49% (24) to 51%.

G5.B1 Students need increased experience with technology, especially reading problems on screen, working them out on paper, and then reporting the answer on the computer. Students are exhibiting overall difficulty with all categories in Algebra I. Students report that the form of the test is not familiar to them.

G5.B1.S1 Develop a format for students to show work.

Action Step 1

Develop a format for students to show work when they solve on-screen problems. A rubric may be developed and applied to the work and as students gain more experience, the credit given for the work may diminish. Students also experience difficulty in solving multistep equations, especially identifying the correct operations for each step.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B2 According to the 2013 Algebra EOC students had the most difficulty with polynomials.

G5.B2.S1 Increase instructional time and application of time spent on polynomials.

Action Step 1

Provide students with opportunities to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials.
- Simplify rational expressions.
- Divide polynomials by monomials.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. Our goals is to increase the amount of passing scores on the Civics 70 percentage points from 0% to 70%.

G6.B1 Upon completion of the U.S. History District Baseline assessment and review of course benchmarks, Students have limited understanding and knowledge of the U.S. Constitution.

G6.B1.S1 Students will produce project-based activities and participate in peer reviews using class developed rubrics.

Action Step 1

Students will participate in the research-based program, “We the People.” The emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in mock Congressional hearings.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. Our goal is to increase the percentage of students scoring Level 3 or above on the FCAT 2.0 Science by 5 percentage points from 16% (15) to 21%.

G7.B1 As noted on the 2013 FCAT 2.0, Level 3 students had difficulty with the Reporting Category Physical Science, because there is limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content.

G7.B1.S1 o Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on physical science.

Action Step 1

Students will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in science. o Gizmo's and Science Coach will be used in the classroom as part of daily instruction

Resource Type

Evidence-Based Materials

Resource

Triump Learning Coach

Funding Source

School Operational Budget

Amount Needed

\$1,400

G8. Our goal is to increase the amount of students enrolling in one or more CTE course by 4 percentage points from 66% (200) to 70% (210).

G8.B1 Many students have to take intensive courses which limits the amount of CTE courses they can take.

G8.B1.S1 Increase amount of students taking CTE courses.

Action Step 1

- Encourage articulation of middle and high school feeder pattern programs; especially the Microsoft OT certificate beginning with the 6th grade students.
- Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources.
- Schedule career academy student sin cohorts with common academic and CTE instructors.

Resource Type

Technology

Resource

Microsoft It Academy

Funding Source

School Operational Budget

Amount Needed

\$10,000

G9. Students missing 10% of instructional time will decrease from 7% (22) to 6%; students receiving behavioral referrals will decrease from 8% (24) to 7%; suspensions will decrease from 1% (4) to 1%. Students failing atleast 2 classes 4% (11) to 3%.

G9.B3 Many students have to enroll in credit recovery as a result of not passing English or Math Courses.

G9.B3.S1 Students who are struggling with reading proficiency will be referred to the MTSS/RTI team by following the process.

Action Step 1

A during the day tutorial program will be established, using the program iReady to address student's areas of needs. Participation in the program will be for everyone.

Resource Type

Other

Resource

Credit Recovery

Funding Source

School Operational Budget

Amount Needed

\$6,000