2013-2014 SCHOOL IMPROVEMENT PLAN

Georgia Jones Ayers Middle School

1331 NW 46TH ST

Miami, FL 33142

305-634-9787

http://ams.dadeschools.net/

School Demographics

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

Alternative/ESE Center	Charter School	Minority Rate
No	No	100%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	F	D	D

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Georgia Jones Ayers Middle School

Principal
Bridget Mckinney

School Advisory Council chair
Courtney Bethel

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

Name	Title
Ora Whitehead	Assistant Principal
Earl Allick	Assistant Principal
Michael Slakman	Science Coach
Douglas Herring	Math Coach
Juan Amador	Diplomas Now Coordinator
Yvonette Calixte	Literacy Coach
Marisela Gonzalez	Literacy Coach
Fred Clermont	Behavior Management Teacher
Jabari Hughes	PBS Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.
•Each advisory council shall be composed of the principal, the UTD steward, 5 teachers, 1 education support employees, 1 student (Elementary schools not housing grades five and six may include students on their councils), 5 parents, and 3 business and community citizens who are representative of the

ethnic, racial, and economic community served by the school (SBBP 2125). Each council will also add a sufficient number of parents, students, and/or business/community representatives to make the majority of the members of each EESAC persons who are not employed by the District, (i.e. 50% +1). Selection of additional members shall be done in a manner consistent with this policy. Voting Members on the current EESAC roster shall elect officers.

Involvement of the SAC in the development of the SIP

The EESAC Committee will provide feedback and suggestions for the exisiting SIP during each phase of writing of the draft. The SIP must be improved by a majority vote prior to submittal of each phase (i.e. beginning of year, midyear and end of year).

Activities of the SAC for the upcoming school year

In order to accomplish its charge, the EESAC will:
? Schedule and conduct meetings on a regular basis;
? Review all applicable student performance data;
? Determine the students' needs and prioritize them;
? Recommend strategies to improve areas of need;
? Decide how to measure results;
? Assist in the preparation and evaluation of the School Improvement Plan;
? Meet all District and State timelines; and
? Document data analysis and SIP reviews in the EESAC minutes.

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

EESAC funds will be utilized to provide incentives and motivational activities to assist with student achievement during the 2013-14 school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

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

Administrators

of administrators
3

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

Administrator Information:

Bridget Mckinney		
Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Bachelor of Arts Education 6-12 Master of Science Educational Leadership Certification: Ed. Leadership (all levels) Speech (K-12)	
Performance Record	Allapattah Middle School 2012 - present Miami Southridge—2011-2012 Miami Carol City High—2007-2011 School Year: '12 '11 '10 '09 '08 '07 School Grade Pending B D F A B AYP N NNNNN High Standards Rdg.: 18% 16% 16% 44% 45% High Standards Math: 56% 54% 43% 76% 78% Lrng Gains-Rdg.: 37% 38% 38% 53% 61% Lrng Gains-Math: 72% 69% 69% 77% 79% AMO Reading - 31 AMO Math - 28	

Earl Allick		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	B. S. Biology M.S. Educational Leadership Biology 6 - 12 Educational Leadership	
Performance Record	Miami Northwestern Senior High 2008 - 2013 School Year: '12 '11 '10 '09 '08 '07 School Grade Pending B D F A B AYP N NNNNN High Standards Rdg.: 18% 16% 16% 44% 45% High Standards Math: 56% 54% 43% 76% 78% Lrng Gains-Rdg.: 37% 38% 38% 53% 61% Lrng Gains-Math: 72% 69% 69% 77% 79% AMO Reading - 31 AMO Math - 28	

Ora R. Whitehead		
Asst Principal	Years as Administrator: 9	Years at Current School: 0
Credentials	Bachelor of Science, Elementary Education Master of Science, Reading Education Educational Specialist, Educational Leadership Certification - Elementary Education Educational Leadership	
Performance Record	Parkway Middle Community School 2012-2013 Booker T. Washington Senior High School 2010 - 2012 Kelsey Pharr Elementary 2009-2010 School Year: '13 '12 '11 '10 '09 School Grade C C D F B AYP N NNNNN High Standards Rdg.: 18% 16% 16% 44% 45% High Standards Math: 56% 54% 43% 76% 78% Lrng Gains-Rdg.: 37% 38% 38% 53% 61% Lrng Gains-Math: 72% 69% 69% 77% 79% AMO Reading - 31 AMO Math - 28	

Instructional Coaches

# of instructional coaches
4

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

Instructional Coach Information:

Yvonnette Calixte		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor's degree in Elementary Education, MS degree in Reading Education, ESOL endorsed, SPED certification.	
Performance Record	School Year: '12 '11 '10 '09 '08 '07 School Grade: Pending, C, C, D, F, F AYP: N NNN High Stand. Rdg. 16 16 17 13 13 High Stand. Math. 48 56 51 38 41 Lrng Gains – Rdg. 33 40 39 38 41 Lrng Gains – Math 39 77 72 68 71 AMO Reading - 31 AMO Math - 28	

Michael Slakman

Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Science
Credentials	B.S. Agriculture, M.S. Computer Science Education, Ed. Spec. Educational Leadership. Certified in Middle School Science (5-9), Computer Science (K-12) 6th Grade Team Leader, Hammocks Middle School & Herbert A. Ammons Middle School District Electronic Gradebook Administrator
Performance Record	Acceptable ratings on all administrative evaluations (DCSAA) for the last 7 years (choices are Acceptable or Unacceptable)

Marisela Gonzalez

Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science, Elementary Education Certifications: Elementary Education (K-6), English For Speakers Of Other Languages (ESOL) Endorsement (K-12), Reading Endorsement (K-12)
Performance Record	School Year: '12 '11 '10 '09 '08 '07 School Grade: Pending, C, C, D, F, F AYP: N NNN High Stand. Rdg. 16 16 17 13 13 High Stand. Math. 48 56 51 38 41 Lrng Gains – Rdg. 33 40 39 38 41 Lrng Gains – Math 39 77 72 68 71 AMO Reading - 31 AMO Math - 28

Doug Herring		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3

Areas	Mathematics
Credentials	J.D. - St. Louis University School of Law (2007) B.A. - Murray State University (2004) Middle Grades Integrated Curriculum certification
Performance Record	Allapattah Middle: (2011-2013 School Grade D F AYP N N High Standards Rdg. 23 High Standards Math 21 Lrng Gains-Rdg¬¬ 53 Lrng Gains-Math 58 Gains-Rdg-25% 61 Gains-Math-25% 64AMO Reading - 31 AMO Math - 28

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
34, 83%

 # Highly Qualified Teachers
83%

 # certified in-field
34, 83%

 # ESOL endorsed
6, 15%

 # reading endorsed
4, 10%

 # with advanced degrees
11, 27%

 # National Board Certified
1, 2%

 # first-year teachers
6, 15%

 # with 1-5 years of experience
14, 34%

 # with 6-14 years of experience
15, 37%

 # with 15 or more years of experience

11, 27%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The principal in conjunction with Region/District office consistently recruits highly qualified individuals who are certified in their respective subject areas for open interview positions. The remaining administrative team and leadership team members are responsible for providing on site mentoring activities to assist with retaining these highly qualified individuals. Activities can consist of modeling, mentoring (provide formally and informally) and bi-weekly meetings to assist individuals with adapting to school culture and climate.

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

Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Mentors volunteer to assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative support will be provided in areas as deemed necessary.

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to collectivelynavigate through problem solving techniques by an ongoing, systematic examination of

available data. The
goal of MTSS/RtI at Allapattah Middle is to impact student achievement, school safety, school culture,
academics, attendance, student social/emotional behavior, and prevention of student failure through
early
intervention.
The MTSS/RtI Leadership Team will hold meetings, and these meetings will be monitored. Using the
team
approach, instructional staff members at each grade level have been assigned a specific week each
month in
order to address the challenges, issues, and concerns previously mentioned. The meetings will focus on
raising and sustaining student achievement by providing professional development to teachers and
support
staff; examining instructional practices that address the targeted needs of our students. The team will
engage in the following activities: examine assessment data to make instructional decisions, review
professional development plans based on assessment data, review the implementation plans of Tier 1,
Tier
2, and Tier3 in order to examine their effectiveness, identify systematic patterns of student needs and
implement the appropriate intervention strategies and resources. They will also conduct data chat
sessions,
review the ongoing progress monitoring data in each core area, and synthesize what's working, what's
not
working, and steps needed to make changes for improvement. The team will also evaluate and identify
students that have mastered skills as well as those students that have the potential to regress, monitor
teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the
greatest needs for improvement. Additionally, the team will maintain communication with staff for input
and
feedback as well as create a structure within the school to design, implement, and evaluate both daily
instruction and specific interventions.

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

Allapattah Middle's MTSS/RtI Leadership Team will meet with the Educational Excellence Advisory
Council
(EESAC) and the principal to discuss and develop the School Improvement Plan. The team will provide
assessment data on student's trend data based on identified areas of strengths and weaknesses,
instructional interventions based on the RtI model (Tiers 1-3), instructional approaches to increase rigor,
relevance and relationship and professional development needs. The team will also monitor the fidelity of
the
delivery of instruction and interventions and provide levels of support and interventions to students
based on
data. Lastly, the team will discuss the Florida Continuous Improvement Model (F-CIM) to facilitate the
systematic approach of aligning curriculum with students' instructional needs.
The RtI leadership team is an important vehicle in providing:
• Principal - The principal provides a comprehensive assessment plan that includes data-based decision
making, assist in identifying early intervention strategies to address academic problems, conducts needs
assessment of staff regarding RtI, ensures the RtI course of action is implemented by the school-based
team, formulates a staff development plan to train teachers in using data for making instructional
decisions
using the RtI process, allocates resources to ensure that they are implemented with fidelity to support RtI
implementation and effectively communicates the vision, plans and activities of the RtI method with
parents
and stakeholders and allocate the appropriate resources.

• Assistant Principals- Coordinates efforts to ensure that school site stakeholders are implementing the RtI
model, monitor implementation and intervention support, conducts assessments of RtI efforts, facilitate
adequate professional development to support implementation, ensure commitment and allocate resources
and address evidence based interventions to ensure they are implemented with fidelity to support RtI
implementation.
• Instructional Coaches & Department Chairpersons- Assist with and facilitate professional development,
analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills,
implement evidenced-based intervention strategies, develop and evaluate content standards, review
curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction,
identify trend data to determine the greatest needs of improvement and collaborate with staff to
implement
core, supplemental and intensive instructional and behavioral interventions.
• School Psychologist: Conducts, interprets and analyzes data to facilitate intervention plans, facilitates
data
based decisions making and enhances problem solving strategies to promote continuous improvement.
• Guidance Counselor/Social Worker- Assist with problem solving measures and identifies prevention
and
early intervention strategies for student success through a collaborative action process, provides training
targeted to increase students' performance, collaborates with school staff in developing interventions to
address chronic attendance issues, dropout prevention and coordinates and facilitates family access to
services in the community to improve the student's academic, social and emotional well-being.
The team will include additional personnel as resources based on specific challenges or concerns as
warranted, such as:
• Teachers from various subject areas
• Special education personnel
• School guidance counselor
• School social worker
• Community Involvement Specialist

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

The school will provide effective leadership and professional development to align and integrate multiple
initiatives, and streamline procedures associated with supporting the use of a data-based problem-
solving process with fidelity. Ensuring fidelity of educators' use of the problem-solving process and
implementation of evidence-based practices can be achieved by ensuring alignment between state,
district, and school missions through development of MTSS implementation plans. State, district, and
school leaders can also use MTSS implementation data at each respective level to identify gaps in
infrastructure or supports needed to sustain efficient and effective use of evidence-based practices at the
school and classroom levels. Professional development opportunities should also be varied and
designed to directly support educators on how to assess fidelity at each tier and utilize identified
strategies for ensuring fidelity of implementing evidence-based instruction. Professional Learning
Communities will be created and implemented at the school site to go more in depth with subject area
lessons and instructional delivery.

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

1. Data will be used to guide instructional decisions and system procedures for all
students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students

• adjust the delivery of behavior management systems
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions that will improve student achievement
2. Managed data will include:
• FAIR Assessments/Ongoing Progress Monitoring (OPM) Data
• Baseline Data
• District Interim Assessments (Reading, Mathematics and Science)
• District Writing Test (Pre, Mid and Post-Test)
• School-site Assessments
• Florida Comprehensive Assessment Data (FCAT)
• End of Course (EOC) Pre-/Post Data: Civics & Algebra I
• Student grades
• Suspension Reports
• Student Case Management System
• Attendance Reports
• Referrals by student behavior and administrative context
• Attendance
• PLASCO Behavior Systems
• Incentives for Positive Behavior Support Initiatives

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

Professional development will be provided to teachers during the weekly meetings held before and after school, secondary early release days and during the district's designated Professional Development Days for
staff members. District Personnel, Administration, Coaches and designated Instructional Staff will provide a
variety of RtI Professional Development (PD) sessions in the following areas: Conducting Progress Monitoring
and Identifying Appropriate Interventions, Problem Solving, The Process of Data Decision Making, Instructional Focus and Curriculum Alignment and Data Analysis and Intervention Planning and monitoring.
These sessions will be held beginning September/October 2013. The MTSS/RtI team will continue to evaluate the need of professional development to all faculty and staff during the RtI /weekly meetings and
scheduled professional development sessions held throughout the year.
Training for all administrators in the MTSS/RtI problem solving, data analysis process;
• providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a
network of ongoing support for RtI organized through feeder patterns.Professional Development will be offered to staff members on the MTSS in order to build capacity within analyzing and interpreting data. Professional Development sessions will be offered during Common Planning Sessions, Teacher Planning Days and or during Early Release Days. Parents will be offered information through professional development sessions during Parent Academy sessions.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 10,800

Tutoring will be offered before school from 8:00 am - 9:00 am every day from Monday - Friday.

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?

Students will be given benchmark quizzes to track progress on individual benchmarks. Students will track their own data on custom trackers found in their interactive journals.

Who is responsible for monitoring implementation of this strategy?

Students will track their own progress via trackers in their journals with the supervision of the classroom instructors.

Literacy Leadership Team (LLT)

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

Name	Title
Bridget McKinney	Principal
Earl Allick	Assistant Principal
Ora Whitehead	Assistant Principal
Yvonette Calixte	Literacy Coach
Marisela Gonzalez	Literacy Coach
Douglass Herring	Mathematics Coach
Michale Slakman	Science Coach
Jabari Hughs	PBS Coach
Fred Clermont	Behavior Management Teacher
Juan Amador	Diplomas Now Coordinator

How the school-based LLT functions

The roles and functions of the school-based LLT are:
• Principal- Provides a vision for literacy learning by building a sense of common purpose and engages in a
strategic action plan for literacy improvement that fosters a cohesive professional learning community.
• Assistant Principals – Supports the vision and the school's literacy leader by promoting the continuity of literacy policy and innovative practices within the school.

• Instructional Coaches Reading/Math- Assist in implementing the strategic action plan for literacy improvement by designing, developing and delivering literacy curriculum across disciplines and grade levels.

Additionally, leads professional learning teams to build a culture of professional inquiry and to coach and support teachers in their classroom.

• Department Chairs – Ensure literacy learning and teaching is focused, coordinated and responsive to student's learning needs. In addition, build teacher's expertise by providing resources in order to generate

effective literacy teaching and learning.

• Community Involvement Specialist – Provides information to parents regarding the school's strategic plan

for promoting literacy in the school and community and to facilitate parent involvement in this process.

The LLT will hold monthly meetings and these meetings will be monitored. The meetings will focus on improving school-wide literacy instruction across disciples and grade levels. The team will examine how student achievement can be raised and sustained through literacy programs. The team will also be involved

in the following activities: Implementing a strategic plan for literacy improvement, examining assessment data to make instructional decisions, designing and developing literacy curriculum, reviewing current student

literacy skills, identifying systematic patterns of student needs and providing the appropriate intervention strategies and resources to assist in effective literacy teaching and learning.

Major initiatives of the LLT

"Mustang Power for Half an Hour" Literacy Block—this initiative allows for all instructional staff members implement various literacy strategies centered on the root of the week. Teachers expose students to deeper

vocabulary through a cyclical process; from understanding the letter formation to then being able to create

and read the words until automaticity. Students also learn how to make connections of the words through meaning in text, and apply skills learned through a quick assessment at the end of the week.

One Book, One Community—all students and staff members will be provided a novel that will be read schoolwide

throughout the year. The novels chosen will be made by students based on need.

Write for Life—all students and staff members will infuse writing strategies on a particular topic throughout

the year, that will transcend into all core areas, for the purpose of preparing students to be able to write for

a variety of methods throughout their lifetime

These initiatives will provide assistance to all teachers in an effort to increase literacy throughout the curriculum.

Every Teacher Contributes to Reading Instruction

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

During the first block of each morning all students participate in the Literacy Block solidly in place through our Mustang Power for Half-an-Hour where all teachers deliver instruction in reading strategies. Also, our One Book, one School initiative; where all of our students read a book cover to cover each grading period. Teachers are also encouraged to plan lessons that allow for the four modalities; reading, writing, listening, speaking, no matter the subject.

College and Career Readiness

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school implements courses on a 4x4 model. Students are offered academic courses in the core areas of Reading, Math, Science and Social Studies. Honors courses are offered in all core areas and remedial courses are offered n Reading and Math. Students also have the option to take a Culinary Arts course, journalism course and Advanced Academics course which provides real world life experiences through cooking, writing and other activities.

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

Subject selection takes place in the spring of each academic school year. Students in grades 6-7 are given the option to select courses based on their academic needs. Counselors, Administrators and teachers all help to facilitate this process to ensure that students are taking courses needed to transition from grade to grade in addition to giving students the opportunity to select elective courses.

Strategies for improving student readiness for the public postsecondary level

Administration, Instructional Coaches in conjunction with teachers will diligently work to identify students who meet criteria for participating in advanced courses. Specifically in grade 8 students will be identified to participate in Algebra I (high school course) based on previous FCAT scores.

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	38%	21%	No	44%
American Indian				
Asian				
Black/African American	37%	19%	No	43%
Hispanic	38%	24%	No	45%
White				
English language learners	23%	9%	No	30%
Students with disabilities	28%	11%	No	36%
Economically disadvantaged	38%	21%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	14%	31%
Students scoring at or above Achievement Level 4	33	6%	13%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	341	61%	
Students in lowest 25% making learning gains (FCAT 2.0)	391	70%	

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	27	38%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	19%	27%

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	93	45%	51%
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	34%	25%	No	41%
American Indian				
Asian				
Black/African American	32%	24%	No	39%
Hispanic	38%	26%	No	45%
White				
English language learners	21%	14%	No	29%
Students with disabilities	26%	10%	No	33%
Economically disadvantaged	34%	25%	No	41%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	18%	32%
Students scoring at or above Achievement Level 4	19	3%	9%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	344	61%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	95	68%	

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		98%	98%
Middle school performance on high school EOC and industry certifications		74%	77%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	30%	32%
Students scoring at or above Achievement Level 4	16	43%	44%

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	36	17%	22%
Students scoring at or above Achievement Level 4	25	12%	14%

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)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	190	30%	29%
Students who fail a mathematics course	50	8%	7%
Students who fail an English Language Arts course	29	5%	4%
Students who fail two or more courses in any subject	61	10%	9%
Students who receive two or more behavior referrals	277	47%	46%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	370	59%	58%

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

During the 2013-14 school year Allapattah Middle School will work with the PTSA and Community Involvement Specialist to provide literacy training for parents, arranging parent meetings during different times throughout the day to attract a variety of parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase percentage/number of parents that are involved in academic activities wihin the school.	25	5%	10%

Goals Summary

G1. Increase science proficiency through implementing specific interdisciplinary pedagogical techniques and strategies as well as critically analyze appreciable student data from a variety of approved sources.

G2. Increase listening, speaking, reading, and writing proficiency in English Language Learner (ELL) students by analyzing CELLA data and implementing explicit instruction during whole group and differentiated instruction.

G3. Increase overall writing proficiency by analyzing student data and the effective implementation of the writing process across all content areas.

G4. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. We have limited evidence of completed student projects in STEM ie, The Miami Dade STEM EXPO

G5. Increase student proficiency in math by analyzing data and targeting math deficiencies through explicit instruction in while group and in differentiated instruction

G6. Increase student proficiency in civics by analyzing Civics EOC data and implementing explicit instruction during whole group and differentiated instruction to target deficiencies.

G7. Allapattah Middle School's goal for the 2013- 2014 school year will be to increase attendance by having students and teachers participate in the school's attendance incentive program and competitions. Students will be able to earn prizes and particip

G8. Increase student reading proficiency by analyzing data and targeting reading deficiencies through explicit instruction in whole group and in differentiated instruction.

Goals Detail

G1. Increase science proficiency through implementing specific interdisciplinary pedagogical techniques and strategies as well as critically analyze appreciable student data from a variety of approved sources.

Targets Supported

- Writing

- Science - Middle School

Resources Available to Support the Goal

- Edusoft data (Baseline, Fall and Winter Assessments), Classroom walkthroughs, professional development, www.marzanoresearch.com, modeling, interventionists

Targeted Barriers to Achieving the Goal

- There is limited evidence of students retain tier 3 science vocabulary identified in the FCAT 2.0 Science Test Item Specifications

- There is limited evidence of utilizing data to drive individualized conversations and goal setting by students.

Plan to Monitor Progress Toward the Goal

Common planning, walkthroughs, data chats, completed coaching cycles

Person or Persons Responsible

All science teachers, administrators, and science coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

well developed lesson plans, data binders, formal evaluations

G2. Increase listening, speaking, reading, and writing proficiency in English Language Learner (ELL) students by analyzing CELLA data and implementing explicit instruction during whole group and differentiated instruction.

Targets Supported

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

- Writing

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- There is a need to align instruction to students' learning needs with the effective use of data in the use of Achieve 3000; an online-based technology program for ESOL students.

- Limited opportunities for students to practice listening and speaking with native English speakers.

- Lack of scaffolding of grade level content using ESOL strategies and recommendations to ensure comprehensible input for all ELL's are evident (levels 1-4).

- Limited opportunities for students to receive feedback on listening/speaking; ongoing practice, and progress monitoring assessments of listening and speaking skills.

- Lack of direct instruction aligned to components assessed on the CELLA writing portion of the assessment (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph writing).

Plan to Monitor Progress Toward the Goal

Monitor implementation of ELL lessons, alignment of content to lesson delivery.

Person or Persons Responsible
Reading Coach

Target Dates or Schedule:
Weekly during walkthroughs

Evidence of Completion:
Walkthrough logs, common planning feedback,

G3. Increase overall writing proficiency by analyzing student data and the effective implementation of the writing process across all content areas.

Targets Supported

- Reading (CELLA)

- Writing

- Math (Elementary and Middle School)

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Limited evidence of using the writing data to drive writing instruction.

- There is limited evidence of effective implementation of the writing process in all content areas.

- There is limited evidence of students writing for a variety of purposes.

- There is limited evidence of writing instruction that supports the areas of focus, organization, support, and conventions, using rubrics, and explicit corrective feedback.

- There is limited evidence of strategic intervention/enrichment opportunities for students not meeting high levels on the writing rubric including Students With Disabilities to enhance the quality of writing instruction.

- There is a need to begin writing camps earlier in the school year and more frequently to target students including Students with Disabilities and English Language Learners.

Plan to Monitor Progress Toward the Goal

Provide PD on rubric scoring, conduct data chats to discuss data with teachers modifying curriculum and instructional delivery as needed.

Person or Persons Responsible
Administration, Reading Coach

Target Dates or Schedule:
Weekly; after assessments

Evidence of Completion:
modified groupings within classroom

G4. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. We have limited evidence of completed student projects in STEM ie, The Miami Dade STEM EXPO

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- -Funding for materials/supplies to implement hands on activities. -Funding for Field Trips (i.e. Science Fair, etc).

Targeted Barriers to Achieving the Goal
- -There is limited student experience with activities and strategies within the area of STEM. Students need to be exposed to activities, strategies and programs that will facilitate learning within the area of STEM.

Plan to Monitor Progress Toward the Goal

Projects, activities

Person or Persons Responsible
Administration, Science Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
completed projects, participation in Region/District Competitions

G5. Increase student proficiency in math by analyzing data and targeting math deficiencies through explicit instruction in while group and in differentiated instruction

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Limited evidence of the implementation of the gradual release of responsibility model, particularly the independent practice component.

- Limited evidence of the consistent inclusion of real-world application problems.

- Limited evidence of effective strategies to use Cornell note-taking/note-making during the modeling and guided practice components of the math block.

- There is limited evidence of rigor and consistent utilization of higher order thinking questions that requires critical thinking opportunities that are expressed through student discourse and accountable talk.

- Limited evidence of the use of data to make sound instructional decisions.

- There is need to include collaborative activity that emphasizes the conceptual understanding and application of a mathematical situation that is interactive and produce a quality product.

Plan to Monitor Progress Toward the Goal

Increase student proficiency

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule:

Weekly; after assessments

Evidence of Completion:

Interim, FCAT data

G6. Increase student proficiency in civics by analyzing Civics EOC data and implementing explicit instruction during whole group and differentiated instruction to target deficiencies.

Targets Supported

- Social Studies

- Civics EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- There is need to align instruction to students' learning needs with the effective use of data in Social Studies classes.

- Need to align and properly use Social Studies assessments and resulting data for data analysis in the 7th grade CIVICS classes, including student-centered data chats utilizing the Data Chat Form, progress monitoring that is ongoing for the full year, use of data in planning for instruction and remediation.

- Limited knowledge and understanding of reading complex and content specific texts in Civics classrooms.

- The implementation of targeted differentiated instruction needs further development and consistency in Social Studies classrooms.

- Pacing in the CIVICS class must be on pace from the start of the school year.

- There is a need to increase the delivery of Higher Order Questions and response techniques to increase rigor, student accountable talk and student ownership of the learning process in Social Studies classes.

- There is a need to conduct Lesson Study cycles that focus on rigor, higher order questions, use of primary/secondary sources, writing with use of writing rubrics, and student accountable talk-engagement.

- Limited knowledge of the infusion of complex text, technology; as well as understanding close analyzing and synthesizing of complex text.

Plan to Monitor Progress Toward the Goal

Align data with lesson planning

Person or Persons Responsible
Reading Coach, Administration

Target Dates or Schedule:
Weekly; Common Planning

Evidence of Completion:
Lesson Plan; instructional delivery; small group instuction

G7. Allapattah Middle School's goal for the 2013- 2014 school year will be to increase attendance by having students and teachers participate in the school's attendance incentive program and competitions. Students will be able to earn prizes and particip

Targets Supported

- All Areas

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

- Writing

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

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Diplomas Now, City Year, Positive Behavior Support

Targeted Barriers to Achieving the Goal

- -Limited monitoring of students who are inconsistent in attending school. -Truancy continues to be a challenge due to the school's transient population. -Teachers lack consistency with

identifying students who are out of school with many unexcused absences, or may not be keeping track of students who are truant.

Plan to Monitor Progress Toward the Goal

COGNOS Reports

Person or Persons Responsible
Talent Development Manager, Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reduction in number of absences and truancies

G8. Increase student reading proficiency by analyzing data and targeting reading deficiencies through explicit instruction in whole group and in differentiated instruction.

Targets Supported

Resources Available to Support the Goal
- Progress Monitoring through FAIR, Reading Interventionists, Edusoft access, tiered intervention materials

Targeted Barriers to Achieving the Goal
- There is limited evidence of using FAIR and Interim data to explicitly target the needs of students through goal setting, analyzing data, and differentiating instruction to meet the needs of the students.
- There is limited use of student owned strategies and questioning techniques in classrooms.
- There is limited use of questioning techniques in classrooms.

Plan to Monitor Progress Toward the Goal

Monitor implementation of small group instruction based on data

Person or Persons Responsible
Reading Coaches; Administration

Target Dates or Schedule:
weekly; after Interim Assessments

Evidence of Completion:
FAIR data; ORF data, Interim Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Increase science proficiency through implementing specific interdisciplinary pedagogical techniques and strategies as well as critically analyze appreciable student data from a variety of approved sources.

G1.B5 There is limited evidence of students retain tier 3 science vocabulary identified in the FCAT 2.0 Science Test Item Specifications

G1.B5.S1 Implement daily academic vocabulary strategies to develop and maintain tier 3 science vocabulary such as Frayer model, Science Blitz, and flash card review.

Action Step 1

Students will create vocabulary flash card rings and will participate in weekly vocabulary blitzes.

Person or Persons Responsible

All Science teachers, students

Target Dates or Schedule

September, 2013

Evidence of Completion

Records of average student response time for each class will be collected and displayed in science hallway.

Facilitator:

Mr. Slakman

Participants:

All Science teachers, students

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

review collected response times

Person or Persons Responsible

Mr. Slakman

Target Dates or Schedule

weekly

Evidence of Completion

Log response time sheets in folder

Plan to Monitor Effectiveness of G1.B5.S1

Fall and Winter assessments, FCAT 2.

Person or Persons Responsible

All science teachers, science coach

Target Dates or Schedule

post testing

Evidence of Completion

Higher scores on FCAT 2.0 and an increased percentage of 8th grade students passing the FCAT 2.0 science portion.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase listening, speaking, reading, and writing proficiency in English Language Learner (ELL) students by analyzing CELLA data and implementing explicit instruction during whole group and differentiated instruction.

G2.B1 There is a need to align instruction to students' learning needs with the effective use of data in the use of Achieve 3000; an online-based technology program for ESOL students.

G2.B1.S1 Provide active coaching on the usage of data for instructional implications for whole and small group sessions based on results of the content during common planning sessions and data conversations with students.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

Plan to Monitor Effectiveness of G2.B5.S1

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

G3. Increase overall writing proficiency by analyzing student data and the effective implementation of the writing process across all content areas.

G3.B1 Limited evidence of using the writing data to drive writing instruction.

G3.B1.S1 Provide Professional Development sessions for teachers with an emphasis on using data strategically to address student needs and for grouping purposes in the creative writing/8th Grade Language Arts classes.

> **Action Step 1**

>> **Person or Persons Responsible**

>> **Target Dates or Schedule**

>> **Evidence of Completion**

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. We have limited evidence of completed student projects in STEM ie, The Miami Dade STEM EXPO

G4.B1 -There is limited student experience with activities and strategies within the area of STEM. Students need to be exposed to activities, strategies and programs that will facilitate learning within the area of STEM.

G4.B1.S1 -Offer clubs and activities before, during and after school that emphasize STEM activities.

Action Step 1

Science Fair Science/SECME Club

Person or Persons Responsible

Science Coach will identify activities, strategies and or curriculum that can be used.

Target Dates or Schedule

September 2013 - ongoing

Evidence of Completion

Completed Science Fair Projects Participation in SECME at Region/District Level

Facilitator:

District/Region

Participants:

Science Coach will identify activities, strategies and or curriculum that can be used.

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

Activities, clubs, projects

Person or Persons Responsible

Administration, Science Coach

Target Dates or Schedule

September 2013 - ongoing

Evidence of Completion

Participation in SECME and Science Fair

Plan to Monitor Effectiveness of G4.B1.S1

Curriculum, activities and programs

Person or Persons Responsible

Administration, Science Coach

Target Dates or Schedule

Ongoing - ensuring timelines are met

Evidence of Completion

completed projects

G5. Increase student proficiency in math by analyzing data and targeting math deficiencies through explicit instruction in while group and in differentiated instruction

G5.B1 Limited evidence of the implementation of the gradual release of responsibility model, particularly the independent practice component.

G5.B1.S1 Provide teachers an opportunity during common planning to review and strategically plan activities for independent practice by thoroughly examining the pacing guide, discussing anticipated misconceptions and consistently implementing problem-solving reading strategies and graphic organizers.

Action Step 1

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

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

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

G5.B2 Limited evidence of the consistent inclusion of real-world application problems.

G5.B2.S1 Employ collaboratively developed departmentalized problem solving techniques that ensure students have multiple strategies for solving real word problems.

Action Step 1

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

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

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Jorge Vital, Assistant Principal Doug Herring, Math

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3 Limited evidence of effective strategies to use Cornell note-taking/note-making during the modeling and guided practice components of the math block.

G5.B3.S1 During common planning sessions, teachers will establish and implement a journal writing process, plan lessons that infuse mathematics vocabulary and possible discussion prompts that require the students to write explanations for problem-solving, and ensure opportunities for students to reflect through journal writing.

Action Step 1

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B4 There is limited evidence of rigor and consistent utilization of higher order thinking questions that requires critical thinking opportunities that are expressed through student discourse and accountable talk.

G5.B4.S1 The Mathematics Instructional Coach will facilitate a Professional Learning Community (PLC) focused on utilizing Webb's DOK to transition DOK Level 1 questions to DOK Level 4 questions. Questions will relate to the students and they will be afforded the opportunity to address and discuss pertinent mathematical content during the instructional delivery, while employing accountable talk strategies.

Action Step 1

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Jorge Vital, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B5 Limited evidence of the use of data to make sound instructional decisions.

G5.B5.S1 During common planning teachers will devise a plan to consistently and definitively address student deficiency and establish grade level instructional focus that includes previously tested skills.

Action Step 1

Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

Person or Persons Responsible

Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

Target Dates or Schedule

August 19, 2013 - ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B5.S1

    Person or Persons Responsible

    Target Dates or Schedule

    Evidence of Completion

G5.B6 There is need to include collaborative activity that emphasizes the conceptual understanding and application of a mathematical situation that is interactive and produce a quality product.

G5.B6.S1 During common planning mathematics coach will facilitate/model the collaborative strategies and best practices. Mathematics Coach will then provide direct support to teachers using the Coaching Cycle as needed and gradually release the responsibility to the teachers to facilitate the common planning sessions.

    Action Step 1

    Lesson Plans, monitoring of common planning sessions, instructional observations, student mathematics journals.

        Person or Persons Responsible

        Bridget McKinney, Principal Earl Allick, Assistant Principal Doug Herring, Math Coach

        Target Dates or Schedule

        August 19, 2013 - ongoing

        Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B6.S1

    Person or Persons Responsible

    Target Dates or Schedule

    Evidence of Completion

Plan to Monitor Effectiveness of G5.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B8.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B8.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. Allapattah Middle School's goal for the 2013- 2014 school year will be to increase attendance by having students and teachers participate in the school's attendance incentive program and competitions. Students will be able to earn prizes and particip

G7.B1 -Limited monitoring of students who are inconsistent in attending school. -Truancy continues to be a challenge due to the school's transient population. -Teachers lack consistency with identifying students who are out of school with many unexcused absences, or may not be keeping track of students who are truant.

G7.B1.S1 Identify and refer students who are developing a pattern of truancy to the Counselor,who will the place students on an attendance contract.

Action Step 1

Attendance reports will be reviewed and discussed during EWI Meetings to ensure that attendance/ truancy issues are being addressed.

Person or Persons Responsible

Principal/Assistant Principal, Talent Development Transformation Manger, Classroom Teachers,

Target Dates or Schedule

Counselor and Registrar will provide administration monthly truancy status updates.

Evidence of Completion

Attendance Rosters and COGNOS Reports.

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

Monitor reports for truancy

Person or Persons Responsible

Counselor and Registrar will provide administration truancy status updates.

Target Dates or Schedule

Daily and monthly reports

Evidence of Completion

Daily attendance bulletins

Plan to Monitor Effectiveness of G7.B1.S1

Review attendance bulletins. Identify students to be discussed at EWI Meetings

Person or Persons Responsible

Talent Development Manager, City Year, Registrar and Assistant Principal

Target Dates or Schedule

Daily, Monthly

Evidence of Completion

Daily Attendance Bulletins Agendas from EWI Meetings

G8. Increase student reading proficiency by analyzing data and targeting reading deficiencies through explicit instruction in whole group and in differentiated instruction.

G8.B1 There is limited evidence of using FAIR and Interim data to explicitly target the needs of students through goal setting, analyzing data, and differentiating instruction to meet the needs of the students.

G8.B1.S1 Provide Professional Development sessions on differentiated instruction, analyzing data, goal setting, and ensuring that teachers understand all data points and how to make instructional decisions based on student progress.

Action Step 1

Provide direct coaching cycle of support, common planning sessions, walkthrough observation sessions, professional development sessions on data.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

Target Dates or Schedule

August 13, 2013-ongoing

Evidence of Completion

Lesson plans, common planning agendas, classroom walkthrough logs

Facilitator:

District personnel, Literacy coaches

Participants:

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

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

Ensure strategic walkthroughs will be conducted to observe and monitor the effective usage of the data to drive instruction. Professional Development sessions will be provided for all Interventionists throughout the year to ensure lowest-performing students are provided additional support in areas in reading.

Person or Persons Responsible

Principal, Assistant Principals, Literacy Coaches, Curriculum support specialists

Target Dates or Schedule

August 13, 2013- ongoing

Evidence of Completion

Classroom walkthrough logs, Professional development agendas and reflections.

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8.B2 There is limited use of student owned strategies and questioning techniques in classrooms.

G8.B2.S1 Implement Socratic Seminars in order to explore various learning techniques; provided that practice time is included with methods of development and understanding dense and complex text using close reading.

Action Step 1

Monitor classroom instruction and lesson plans to ensure Socratic Seminars are implemented

Person or Persons Responsible

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

Target Dates or Schedule

August 19, 2013 - Ongoing

Evidence of Completion

Classroom observation logs, lesson plans

Facilitator:

District Personnel, Literacy Coaches

Participants:

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8.B3 There is limited use of questioning techniques in classrooms.

G8.B3.S1 Ensure the creation and implementation of higher-order complexity questions (using Webb's DOK) in order to include the use of probing, wait-time, and redirection to enhance instruction; as well as to promote descriptive and corrective feedback with student's responses in order to increase their understanding through an in-depth analysis of complex text.

Action Step 1

Ensure evidence of implementation is noted in coaches' logs and through common planning protocols. Teachers will continue to create rigorous higher order questions during common planning. Strategic coaching will take place with teachers using the tiered approach. Monitoring will continue with Administration to ensure next steps

Person or Persons Responsible

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

Target Dates or Schedule

August 19, 2013-ongoing

Evidence of Completion

coaching logs, calendars, lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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
Services are provided at Allapattah Middle School 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 students. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to

be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title 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, Migrant
Allapattah Middle 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.
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 II
Allapattah Middle School uses Title III funds to supplement and enhance the programs for English Language
Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach programs
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
reading and supplementary instructional materials
Title X- Homeless
Allapattah Middle School is serviced by Project Upstart, Homeless Children and Youth in Transition.
Students

receive services upon identification and classification as homeless.

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

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

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

• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

The District Homeless Student Liaison continues to participate in community organization meetings and task

forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Allapattah Middle School is a Safe and Drug-Free School.

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services

for students through curriculum implemented by classroom teachers and TRUST Specialists.

• Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists

TRUSTS Specialist focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis

Nutrition Programs

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

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

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

Career and Technical Education

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.

Curriculum on specific careers is integrated through the Social Studies classes and is geared toward helping

middle school students gain a greater understanding of career choices. The school based counselors utilizes

the FACTS.org website to assist 7th and 8th grade students in choosing a career at the middle school level. Students will also obtain understanding of business and industry workforce requirements by determining what is needed to acquire Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Other

Allapattah Middle School is Health Connect School.

• 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.

• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance

and

a medical home, and provide care for students who are not eligible for other services.

• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.

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

Allapattah Middle School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

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

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to

empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey,

distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase science proficiency through implementing specific interdisciplinary pedagogical techniques and strategies as well as critically analyze appreciable student data from a variety of approved sources.

G1.B5 There is limited evidence of students retain tier 3 science vocabulary identified in the FCAT 2.0 Science Test Item Specifications

G1.B5.S1 Implement daily academic vocabulary strategies to develop and maintain tier 3 science vocabulary such as Frayer model, Science Blitz, and flash card review.

PD Opportunity 1

Students will create vocabulary flash card rings and will participate in weekly vocabulary blitzes.

Facilitator

Mr. Slakman

Participants

All Science teachers, students

Target Dates or Schedule

September, 2013

Evidence of Completion

Records of average student response time for each class will be collected and displayed in science hallway.

G4. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. We have limited evidence of completed student projects in STEM ie, The Miami Dade STEM EXPO

G4.B1 -There is limited student experience with activities and strategies within the area of STEM. Students need to be exposed to activities, strategies and programs that will facilitate learning within the area of STEM.

G4.B1.S1 -Offer clubs and activities before, during and after school that emphasize STEM activities.

PD Opportunity 1

Science Fair Science/SECME Club

Facilitator

District/Region

Participants

Science Coach will identify activities, strategies and or curriculum that can be used.

Target Dates or Schedule

September 2013 - ongoing

Evidence of Completion

Completed Science Fair Projects Participation in SECME at Region/District Level

G8. Increase student reading proficiency by analyzing data and targeting reading deficiencies through explicit instruction in whole group and in differentiated instruction.

G8.B1 There is limited evidence of using FAIR and Interim data to explicitly target the needs of students through goal setting, analyzing data, and differentiating instruction to meet the needs of the students.

G8.B1.S1 Provide Professional Development sessions on differentiated instruction, analyzing data, goal setting, and ensuring that teachers understand all data points and how to make instructional decisions based on student progress.

PD Opportunity 1

Provide direct coaching cycle of support, common planning sessions, walkthrough observation sessions, professional development sessions on data.

Facilitator

District personnel, Literacy coaches

Participants

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

Target Dates or Schedule

August 13, 2013-ongoing

Evidence of Completion

Lesson plans, common planning agendas, classroom walkthrough logs

G8.B2 There is limited use of student owned strategies and questioning techniques in classrooms.

G8.B2.S1 Implement Socratic Seminars in order to explore various learning techniques; provided that practice time is included with methods of development and understanding dense and complex text using close reading.

PD Opportunity 1

Monitor classroom instruction and lesson plans to ensure Socratic Seminars are implemented

Facilitator

District Personnel, Literacy Coaches

Participants

Principal, Assistant Principal, Reading Coaches, Instructional Supervisor, Curriculum Support Specialists, and Teachers

Target Dates or Schedule

August 19, 2013 - Ongoing

Evidence of Completion

Classroom observation logs, lesson plans

Appendix 2: Budget to Support School Improvement Goals