2013-2014 SCHOOL IMPROVEMENT PLAN

Herbert A. Ammons Middle School

17990 SW 142ND AVE

Miami, FL 33177

305-971-0158

http://ammons.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	50%

Alternative/ESE Center	Charter School	Minority Rate
No	No	84%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Herbert A. Ammons Middle Schl

Principal

Maria Costa

School Advisory Council chair

Sonya Raheem

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

Name	Title
Maria Masso	Assistant Principal
Francisco Sauri	Assistant Principal
Mary Starling	Language Arts Chair
Jim Earle	Math Chair
Gladys Diaz	Science Chair
Tracy Kontzamanys	Humanities Chair/IB Area Leader
Judith Almora	World Language Chair
Marci Magrisso	Fine Arts Chair
Ronni Goldstein	SPED Chair
Jade Cabrera	Gifted Chair
Dorothea Masdeu	Reading Chair/IB Area Leader
Karen Kouri-Perez	8th Grade Team Leader
Theresa Fletcher	7th Grade Team Leader
Sonya Raheem	6th Grade Team Leader/EESAC Chair
Rico Jones	Magnet Lead Teacher
Sheldon Wilson	UTD Steward
Susan Browman	IB Area Leader
Nersa Garcia	Media Specialist/IB Area Leader
Susanne Perlman	IB Area Leader/Trust Counselor
Ronda Carey	Student Services Chair

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

Parents – 7, Teachers – 5, Union Steward – 1, Business/Community Representatives – 2, Educational Support – 1, Student – 1, Principal – 1

Involvement of the SAC in the development of the SIP

The SAC will:
• Provide feedback on the content of the School Improvement Plan
• Review all applicable student performance data
• Determine the students' needs and prioritize them
• Recommend strategies to improve areas of need
• Assist in the preparation and evaluation of the School Improvement Plan
• Develop and monitor the final decision making at the school relating to the implementation of the School Improvement Plan.
During every meeting, the SAC will receive regular reports on the implementation of the School Improvement Plan,
including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Activities of the SAC for the upcoming school year

SAC will conduct the following activities for the upcoming school year:
• Assist in the development of the School Improvement Plan (SIP) and monitor the implementation of the SIP
through ongoing data analysis
• Provide funding for student academic incentives and supplemental instructional materials
• Provide input and feedback on school academic programs and services
• Provide opportunities for parental involvement

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

IB / End of Year Awards Ceremony $1000.00
Reading / Team rewards and incentives $1999.00

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

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

N/A

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:

Maria Costa		
Principal	Years as Administrator: 15	Years at Current School: 15

Credentials	English, ESOL, Ed. Leadership
Performance Record	2013 – School Grade – A Rdg. Proficiency, 91% Math Proficiency, 91% Rdg. Lrg. Gains, 78% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% - 87% Math Imp. of Lowest 25% - 81% Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade – A Rdg. Proficiency, 89% Math Proficiency, 91% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 83 points Rdg. Imp. of Lowest 25% - 80% Math Imp. of Lowest 25% - 80% Rdg. AMO –Yes Math AMO–Yes 2011 – School Grade – A Rdg. Proficiency, 94% Math Proficiency, 93% Rdg. Lrg. Gains, 73% Math Lrg. Gains, 76% Rdg. Imp. of Lowest 25% - 84% Math Imp. of Lowest 25% - 80% Rdg. AMO –Yes Math AMO–Yes 2010 – School Grade – A Rdg. Proficiency, 94% Math Proficiency, 95% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 83% Math Imp. of Lowest 25% - 86% Rdg. AMO –Yes Math AMO–Yes 2009 – School Grade – A Rdg. Proficiency, 90% Math Proficiency, 93% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 78% Math Imp. of Lowest 25% - 81% Rdg. AMO –Yes Math AMO–Yes

Maria Masso		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	Spec. Learning Disabilities, Varying Excep., ESOL (Endorsement), Ed. Leadership
Performance Record	2013 – School Grade – A Rdg. Proficiency, 91% Math Proficiency, 91% Rdg. Lrg. Gains, 78% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% - 87% Math Imp. of Lowest 25% - 81% Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade – A Rdg. Proficiency, 89% Math Proficiency, 91% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 83 points Rdg. Imp. of Lowest 25% - 80% Math Imp. of Lowest 25% - 80% Rdg. AMO –Yes Math AMO–Yes 2011 – School Grade – A Rdg. Proficiency, 94% Math Proficiency, 93% Rdg. Lrg. Gains, 73% Math Lrg. Gains, 76% Rdg. Imp. of Lowest 25% - 84% Math Imp. of Lowest 25% - 80% Rdg. AMO –Yes Math AMO–Yes 2010 – School Grade – A Rdg. Proficiency, 94% Math Proficiency, 95% Rdg. Lrg. Gains, 76% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% - 83% Math Imp. of Lowest 25% - 86% Rdg. AMO –Yes Math AMO–Yes 2009 – School Grade – A Rdg. Proficiency, 90% Math Proficiency, 93% Rdg. Lrg. Gains, 69% Math Lrg. Gains, 79% Rdg. Imp. of Lowest 25% - 78% Math Imp. of Lowest 25% - 81% Rdg. AMO –Yes Math AMO–Yes

Francisco Sauri		
Asst Principal	Years as Administrator: 7	Years at Current School: 4
Credentials	Spec. Learning Disabilities, ESOL (Endorsement), Ed. Leadership	
Performance Record	2013 – School Grade – A Rdg. Proficiency, 91% Math Proficiency, 91% Rdg. Lrg. Gains, 78% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% - 87% Math Imp. of Lowest 25% - 81% Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade – A Rdg. Proficiency, 89% Math Proficiency, 91% Rdg. Lrg. Gains, 73% Math Lrg. Gains, 83% Rdg. Imp. of Lowest 25% - 80% Math Imp. of Lowest 25% - 80% Rdg. AMO –Yes Math AMO–Yes 2011 – School Grade – A Rdg. Proficiency, 94% Math Proficiency, 93% Rdg. Lrg. Gains, 73% Math Lrg. Gains, 76% Rdg. Imp. of Lowest 25% - 84% Math Imp. of Lowest 25% - 80% Rdg. AMO –Yes Math AMO–Yes 2010 – School Grade – P Rdg. Proficiency, 25% Math Proficiency, 55% Rdg. Lrg. Gains, 44% Math Lrg. Gains, 77% Rdg. Imp. of Lowest 25% - 40% Math Imp. of Lowest 25% - 72% Rdg. AMO –Yes Math AMO–Yes 2009 – School Grade – F Rdg. Proficiency, 24% Math Proficiency, 54% Rdg. Lrg. Gains, 40% Math Lrg. Gains, 66% Rdg. Imp. of Lowest 25% - 47% Math Imp. of Lowest 25% - 65% Rdg. AMO –Yes Math AMO–Yes	

Francisco Sauri		

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

55

 # receiving effective rating or higher

55, 100%

 # Highly Qualified Teachers

76%

 # certified in-field

55, 100%

 # ESOL endorsed

9, 16%

 # reading endorsed

5, 9%

 # with advanced degrees

22, 40%

 # National Board Certified

11, 20%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

2, 4%

 # with 6-14 years of experience

21, 38%

 # with 15 or more years of experience

31, 56%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

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 Administrative team will work collaboratively to ensure the following:
• Partner new teachers with veteran staff members
• Maintain contact with the District Staffing Specialist
• Solicit referrals from current employees
• Host interns from local universities and partner them with clinically certified teachers
The school retains highly qualified teachers by providing continuous professional development and a positive working environment.

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

The magnet lead teacher meets with all new teachers to the school. He provides and reviews a handbook titled "A guide to what you need to know" that was specifically designed for new teachers at Ammons. The rationale for pairings is based on subject area and experience. The planned mentoring activities include monthly meetings to provide further guidance and answer questions. Additionally, outside of any department meetings, the department chairs touch base with any new teachers in their department to relay any pertinent information the new teacher needs to know.

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 monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis on an ongoing basis. Monitoring the fidelity of the delivery of instruction and intervention is essential for the Leadership Team. Teachers receive relevant professional development as support. The MTSS Leadership Team provides levels of support and interventions to students based on data.

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

The school-based leadership team consists of: Maria Costa - Principal, Maria Masso – Assistant Principal, Francisco Sauri – Assistant Principal, Jorge Parra – 6th Grade Counselor, Suzanne Perlman – 7th Grade Counselor, Ronda Carey - 8th Grade Counselor, Sonya Raheem – 6th Grade Team Leader, Theresa Fletcher – 7th Grade Team Leader, Karen Kouri-Perez – 8th Grade Team Leader, Dorothea Masdeu – Reading Teacher, Ronni Goldstein – SPED Chairperson, Nersa Garcia – Media Specialist. The Administrators will ensure follow-up of action steps, allocate resources when needed, and ensure that all team members are participating in meetings. Each grade level counselor meets with students having behavioral and academic difficulties. They provide and monitor strategies to assist these students. Furthermore, they assist with parent conferences as needed. Team Leaders represent their respective grade level content area teachers and are the voice of those teachers. The Reading teacher supports other teachers implementing the Reading Plus Program. She also provides support infusing reading strategies across the curriculum. The SPED Chairperson contributes her expertise in strategies to assist students with academic and behavior problems. The Media Specialist provides support with media materials, Accelerated Reader, and assists with data collection.

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

During grade level team meetings, teachers discuss concerns related to students who are having academic and/or behavioral difficulties. Strategies are put in place to assist these students. Team leaders provide a meeting summary to the appropriate members of the MTSS Leadership Team. At the next team meeting, teachers review the strategies put in place for that student to determine whether they were effective, more time is needed to assess, or revise the strategies. Team leaders provide a meeting summary to the appropriate members of the MTSS Leadership Team. If a student continues to have difficulties, the MTSS Leadership Team assigns a team to gather more data and support the student more closely.

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 and CELLA assessments
• Voyager Assessments
• Baseline / Interim assessments – including the use of Edusoft and PMRN
• State/Local Reading, Math, Science and Writing assessments
• FCAT 2.0 and EOC exams
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Behavior Contracts
• Detentions
• Suspensions
• Attendance
• Functional Assessment of Behavior / Behavior Intervention Plans
• Monitor notes from Team Meetings for specific student behaviors and the need for Parent Conferences
• Referrals to the Counselors and Administrators

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

To ensure understanding of the MTSS for staff, professional development is provided. Follow up and support is given as needed. Parents are notified when their child is having difficulty with academics and/ or behavior. Parent conferences are set up to allow for communication between the parent and the staff. Parents are encouraged to participate in developing a plan to assist and support their child.

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: 1,080

As part of a teacher's professional responsibility, teachers are required to provide 30 minutes of tutoring/enrichment for students before the school day begins once a week.

Strategy Purpose(s)

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

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

The teacher monitors the grades of the students who attend their tutoring session.

Who is responsible for monitoring implementation of this strategy?

The administrative team ensures that teachers are fulfilling their professional responsibility by conducting walk-throughs.

Strategy: Weekend Program

Minutes added to school year: 600

As an authorized IBMYP (International Baccalaureate Middle Years Program) school, community service is an integral component of creating a student who is well rounded and has a global perspective. Students, parents, community members and staff voluntarily participate in school beautification days.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Sign in sheets are collected, certificates of participation are awarded and community service hours are logged. These community service hours contribute to the students' total hours needed for the year. In addition, the school grounds are improved.

Who is responsible for monitoring implementation of this strategy?

The IBMYP Area Leader responsible for community service oversees the implementation of this enrichment activity.

Strategy: Before or After School Program

Minutes added to school year: 1,080

As part of a teacher's professional responsibility, teachers are required to meet for 30 minutes before the school day begins once a week. Teachers are provided this time to collaborate, plan and engage in professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Teachers complete a collaboration log summarizing their plan. The administrative team conducts walk-throughs to observe the dynamic lessons created through teacher collaboration and planning. Sign-in sheets are collected at the professional developments. Teachers are assigned follow up activities which demonstrate understanding of the information presented at the professional development.

Who is responsible for monitoring implementation of this strategy?

The administrative team observes lessons and conducts walk-throughs.

Literacy Leadership Team (LLT)

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

Name	Title
Maria Costa	Principal
Maria Masso	Assistant Principal
Nersa Garcia	Media Specialist
Mary Starling	Language Arts Dept Chair
Jim Earle	Math Dept Chair
Gladys Diaz	Science Dept Chair
Tracy Kontzamanys	Humanities Dept Chair
Dorothea Masdeu	Reading Dept Chair
Rico Jones	Magnet Lead Teacher
Francisco Sauri	Assistant Principal

How the school-based LLT functions

The Literacy Leadership Team meets monthly to engage in the following activities; use and review data and collaborate to make instructional decisions, review progress monitoring data and provide the data reports to all stakeholders, and identify students that are at risk / moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices, and support for all students. Collaborative curriculum planning is implemented at grade level meetings to develop interdisciplinary units. This ensures that all students are involved in curriculum based standards and that there are common assessments for all subgroups. Intervention and enrichment opportunities are available to students. In addition, the LLT provides instructional reading strategies for teachers, parents, and students. Professional development is provided on an ongoing basis as needed.

Major initiatives of the LLT

The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and other stakeholders.
Professional Learning Communities (PLC) in the areas of Reading/Language Arts, Humanities, Mathematics, Science, and Writing will be established. Teams will meet once a month to discuss cross-curricular progress of students performance as evident through assessments in each of the subject areas.
Reading and Writing across the curriculum will continue to be infused school-wide.

Every Teacher Contributes to Reading Instruction

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

Reading is a school-wide initiative and students are provided with an 85 minute extended homeroom every other day. During this time, students are required to read for a minimum of 60 minutes and take Accelerated Reading (AR) tests. Each student must meet their individual AR goal established at the beginning of the school year through STAR testing. Homeroom teachers monitor the student's reading and monitor their progress every nine weeks. Additionally, language arts teachers collaborate with the homeroom teachers to provide additional support. Ten percent of the student's grade in language arts is based on the percentage of the AR goal met during the nine week period.
Every teacher in the school contributes to the reading improvement of every student. Teachers infuse reading strategies within their daily lesson plans.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	92%	91%	Yes	93%
American Indian				
Asian	98%	89%	No	98%
Black/African American	90%	89%	Yes	91%
Hispanic	91%	90%	Yes	92%
White	94%	95%	Yes	95%
English language learners	73%	69%	No	75%
Students with disabilities	60%	73%	Yes	64%
Economically disadvantaged	89%	90%	Yes	90%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	329	28%	29%
Students scoring at or above Achievement Level 4	756	63%	63%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

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

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	293	79%	81%
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	91%	91%	Yes	92%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	86%	90%	Yes	87%
Hispanic	91%	91%	Yes	92%
White	93%	92%	No	94%
English language learners	82%	77%	No	84%
Students with disabilities	68%	84%	Yes	72%
Economically disadvantaged	90%	90%	Yes	91%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	31%	32%
Students scoring at or above Achievement Level 4	477	58%	58%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		81%	83%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		86%	87%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	39%	39%
Students scoring at or above Achievement Level 4	147	56%	56%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	18%	18%
Students scoring at or above Achievement Level 4	81	82%	82%

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	90	28%	30%
Students scoring at or above Achievement Level 4	150	47%	48%

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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		13%
Students scoring at or above Achievement Level 4	45	83%	83%

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		
Participation in STEM-related experiences provided for students	46		

Area 6: Career and Technical Education (CTE)

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

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	15	1%	1%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	32	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	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

Provide parents notification of upcoming school events using various forms of communication (such as e-mail tree, connect-ed, monthly school calendars) as early as possible allowing parents ample time to coordinate transportation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents of students in the lowest 25% participating in two or more school-sponsored activities.	280	23%	25%

Area 10: Additional Targets

Additional targets for the school

Students will watch tutorials in their Humanities class that outline the requirements to receive an IBMYP certificate. The tutorials will be placed on the school's website so students and parents can access it when needed.
Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of students receiving their IBMYP certificate.	344	86%	87%

Goals Summary

G1. On the 2013 FCAT 2.0 Reading Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Test is for 93% of students to score at Level 3 or above, an increase of 2 percentage points.

G2. On the 2013 FCAT 2.0 Writing Test 79% (293) of students scored Level 3.5 and higher. Our goal for the 2014 school year is to increase the percentage of students by 2 percentage points to 81%.

G3. On the 2013 FCAT 2.0 Math Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 92% of students to score at Level 3 or above, an increase of 1 percentage point.

G4. In 2013, 86% of students participated in middle school acceleration and 98% passed. Our goal for 2014 is to increase participation in middle school acceleration by 1 percentage point to 87% and maintain percentage passing at 98%.

G5. On the 2013 FCAT 2.0 Science Test 75% of students scored at Achievement Level 3 or above. Our goal for the 2014 school year is to increase the percentage of students scoring at Level 3 or above by 3 percentage points to 78%.

G6. Our goal is to increase student experiences and participation in STEM-based activities.

G7. Our goal for the 2013-2014 school year is to involve sixth through eighth grade students in project-based activities to prepare for CTE courses in high school.

G8. On the 2013 Baseline Civics assessment, 6% of students scored proficient. Our goal is to increase the percentage of students scoring proficient by 10 percentage points to 16%.

G9. Our goal for 2014 Early Warning System (EWS) is to identify students with enough time to provide intervention strategies and academic, behavioral, and attendance support.

G10. Our goal for 2013-2014 is for 25% of parents of students in the lowest 25%, participate in two or more school-sponsored activities, based on the school's Parental Involvement Survey.

G11. In 2013, 86% (344) of 8th grade students met criteria to receive their Int'l Baccalaureate Middle Years Program (IBMYP) certificate. Our goal for 2014 is to increase the percentage of students receiving their IBMYP certificate to 87%.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Test is for 93% of students to score at Level 3 or above, an increase of 2 percentage points.

Targets Supported

Resources Available to Support the Goal
- Computer labs, Gizmos, Reading Plus, Voyager, FCAT Explorer, AR Program

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Reading Test 89% of Asian students scored at Level 3 or above. The goal for 2014 for Asian students is to increase the percentage of students achieving level 3 proficiency by 9 percentage points to 98%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

- On the 2013 FCAT 2.0 Reading Test 28% (329) of students achieved level 3 proficiency. Our goal for the 2014 school year is to increase the percentage of students achieving level 3 proficiency by 1 percentage point to 29%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

- On the 2013 FCAT 2.0 Reading Test 63% (756) of students achieved level 4 & above proficiency. Our goal for the 2014 school year is to maintain the percentage of students achieving level 4 and above proficiency at 63%. Students exhibited difficulty with Reporting Category 3 - Literary Analysis: Fiction/Non-fiction due to limited exposure to fiction and non-fiction genres in the content area classes.

- On the 2013 FCAT 2.0 Reading Test 78% of students made learning gains. Our goal for the 2014 school year is to increase the percentage of students making learning gains by 2 percentage points to 80%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

- On the 2013 FCAT 2.0 Reading Test 87% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains by 1 percentage point to 88%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

- On the 2013 FCAT 2.0 Reading Test 69% of ELL students scored at Level 3 or above. The goal for 2014 for ELL students is to increase the percentage of students achieving level 3 proficiency by 6 percentage points to 75%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessment: District Interim Assessment Summative Assessment: Results from 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing Test 79% (293) of students scored Level 3.5 and higher. Our goal for the 2014 school year is to increase the percentage of students by 2 percentage points to 81%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Anchor papers, FCAT Writing clinics, 6 Traits of Writing, Use of rubrics

Targeted Barriers to Achieving the Goal
- The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support claims with logical reasoning and relevant, accurate data and evidence to support an argument.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
LLT / Administrative Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: School-site or District Interim Assessment Summative: Results from 2014 FCAT 2.0

G3. On the 2013 FCAT 2.0 Math Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 92% of students to score at Level 3 or above, an increase of 1 percentage point.

Targets Supported

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Kahn Academy, Carnegie Learning, Digital Academy, FCAT Explorer, Reflex Math, iPrep math class, Digital Academy

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Math, 92% of White students scored at Level 3 or above. The goal for 2014 is to increase the percentage of students achieving proficiency by 2 percentage points to 94% . Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

- On the 2013 FCAT 2.0 for Math, 31% (250) of students achieved level 3 proficiency. Our goal for the 2014 school year is to increase the percentage of students achieving level 3 proficiency by 1 percentage point to 32%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

- On the 2013 FCAT 2.0 for Math, 58% (477) of students achieved level 4 and above proficiency. Our goal for the 2014 school year is to maintain the percentage of students achieving level 4 and above at 58%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

- On the 2013 FCAT 2.0 for Math, 81% of students made learning gains. Our goal for the 2014 school year is to increase the percentage of students making learning gains by 2 percentage points to 83%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

- On the 2013 FCAT 2.0 for Math, 81% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains by 2 percentage points to 83%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

- On the 2013 Algebra EOC 39% (101) of students scored Achievement Level 3. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 3 in the Algebra EOC at 39%. The area of relative weakness was Reporting Category: Functions, Linear Equations, and Inequalities. Students need additional practice solving multi-step equations.

- On the 2013 Algebra EOC 56% (147) of students scored at Achievement Level 4 and 5. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 4 and 5 in the Algebra EOC at 56%. The area of relative weakness was Reporting Category: Functions, Linear Equations, and Inequalities. Students need additional practice solving multi-step equations.

- On the 2013 Geometry EOC 18% (18) of students scored Achievement Level 3. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 3 in the Geometry EOC at 18%. The area of relative weakness was Reporting Category: Trigonometry and

Discrete Mathematics. Students need additional practice using trigonometry to solve real-world problems.

- On the 2013 Geometry EOC 82% (81) of students scored at Achievement Level 4 and 5. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 4 and 5 in the Geometry EOC at 82%. The area of relative weakness was Reporting Category: Trigonometry and Discrete Mathematics. Students need additional practice using trigonometry to solve real-world problems.

- On the 2013 FCAT 2.0 for Math, 77% of ELL students scored at Level 3 or above. The goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 84%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS / RTI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessment: District Interim Assessment Summative Assessment: Results from 2014 FCAT 2.0 / Algebra EOC / Geometry EOC

G4. In 2013, 86% of students participated in middle school acceleration and 98% passed. Our goal for 2014 is to increase participation in middle school acceleration by 1 percentage point to 87% and maintain percentage passing at 98%.

Targets Supported

Resources Available to Support the Goal
- Carnegie Learning, Kahn Academy, FCAT Explorer, iPrep math class, Digital Academy

Targeted Barriers to Achieving the Goal
- In 2013, 86% of students participated in middle school acceleration. Our goal for 2014 is to increase participation by 1 percentage point to 87%. The difficulty in increasing participation in EOC is student readiness.

- In 2013, 98% of students passed middle school acceleration (EOC). Our goal for 2014 is to maintain performance at 98%. The The challenge in maintaining performance is that parents override the school's recommendation into middle school acceleration courses.

Plan to Monitor Progress Toward the Goal

Monitor students who are being targeted for acceleration

Person or Persons Responsible
Counselors / Administrative Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Progress reports, report cards and benchmark assessments

G5. On the 2013 FCAT 2.0 Science Test 75% of students scored at Achievement Level 3 or above. Our goal for the 2014 school year is to increase the percentage of students scoring at Level 3 or above by 3 percentage points to 78%.

Targets Supported
- Science - Middle School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Gizmos, FCAT Explorer, Discovery Learning, labs

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Science Test 28% (90) of students scored at Achievement Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 by 2 percentage points to 30%. The area of weakness was Big Idea: Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in Earth and Space Science.

- On the 2013 FCAT 2.0 Science Test 47% (150) of students scored at Achievement Level 4 and above. Our goal for the 2014 school year is to increase the percentage of students scoring at Level 4 and 5 by 1 percentage point to 48%. The area of weakness was Big Idea: Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in Earth and Space Science.

- On the 2013 Biology EOC Test 13% (7) of students scored Achievement Level 3. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 3 on the Biology EOC at 13%. The area of weakness was Reporting Category: Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

- On the 2013 Biology EOC Test 83% (45) of students scored Achievement Level 4 and 5. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 4 and 5 on the Biology EOC at 83%. The area of weakness was Reporting Category: Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

Plan to Monitor Progress Toward the Goal

Review data trends. Data chats will be conducted after each Interim Assessment. Department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment: District Interim Assessment Summative Assessment: Results from 2014 FCAT 2.0 / Biology EOC

G6. Our goal is to increase student experiences and participation in STEM-based activities.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Technology class, Gizmos, Carnegie Learning, Khan Academy, Fairchild, STEM Club

Targeted Barriers to Achieving the Goal
- In 2013, students were given 3 experiences to participate in STEM-based activities. In 2014, we will increase student opportunity for participation to 4. Students are not given enough opportunities to participate in STEM-based activities.

- In 2013, 46 students participated in STEM-based activities. In 2014, we will increase the number of students participating by 10 percent to 51. Limited number of students participate in STEM-based activities.

Plan to Monitor Progress Toward the Goal

Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible
MTSS / RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
STEM-based projects

G7. Our goal for the 2013-2014 school year is to involve sixth through eighth grade students in project-based activities to prepare for CTE courses in high school.

Targets Supported
- CTE

Resources Available to Support the Goal
- Computer lab, technology class

Targeted Barriers to Achieving the Goal
- There are limited opportunities for students to engage in career and technical opportunities.

Plan to Monitor Progress Toward the Goal

Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible
MTSS / RTI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
CTE based projects

G8. On the 2013 Baseline Civics assessment, 6% of students scored proficient. Our goal is to increase the percentage of students scoring proficient by 10 percentage points to 16%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Computer labs, nbclearn.com

Targeted Barriers to Achieving the Goal
- Students have limited opportunities in the classroom to utilize secondary sources as they relate to Civics curriculum.

Plan to Monitor Progress Toward the Goal

Review data trends. Data chats will be conducted after each Interim Assessment. Department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible
MTSS / RTI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessment: District Interim Assessment Summative Assessment: Results from 2014 EOC

G9. Our goal for 2014 Early Warning System (EWS) is to identify students with enough time to provide intervention strategies and academic, behavioral, and attendance support.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Attendance bulletin, Parent Conferences, Tutoring, Social Worker

Targeted Barriers to Achieving the Goal
- In 2013, 1% (15) students missed 10% or more of available instructional time. Our goal for 2014 is to maintain this percentage at 1%. Students are unaware of the negative impact excessive absences from class can have on their learning.

- In 2013, 1% (15) students received one or more behavior referrals leading to suspension. Our goal for 2014 is to maintain this percentage at 1%. Students are unfamiliar with the Code of Student Conduct and the corrective strategies that are employed for infractions.

- In 2013, 0% (1) student failed two or more courses. Our goal for 2014 is to maintain this percentage at 0%. Continue to monitor student progress throughout the year to avoid failing a class.

Plan to Monitor Progress Toward the Goal

Review trends and monitor/adjust strategies.

Person or Persons Responsible
MTSS / RTI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Attendance records / report cards / behavior referrals

G10. Our goal for 2013-2014 is for 25% of parents of students in the lowest 25%, participate in two or more school-sponsored activities, based on the school's Parental Involvement Survey.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Connect-ed, Email tree, School marquee, Website, Monthly school calendar

Targeted Barriers to Achieving the Goal
- Over 100 elementary schools feed into Ammons Middle. As a result, transportation and distance is an area of concern for parents.

Plan to Monitor Progress Toward the Goal

Monitor communication on email tree, website and school calendar

> **Person or Persons Responsible**
> Administration
>
> **Target Dates or Schedule:**
> Ongoing
>
> **Evidence of Completion:**
> Parent participation

G11. In 2013, 86% (344) of 8th grade students met criteria to receive their Int'l Baccalaureate Middle Years Program (IBMYP) certificate. Our goal for 2014 is to increase the percentage of students receiving their IBMYP certificate to 87%.

> **Targets Supported**
> - Additional Targets
>
> **Resources Available to Support the Goal**
> - Connect-ed, Email tree, School marquee, Website, Monthly school calendar, Portfolio week, Portfolio training
>
> **Targeted Barriers to Achieving the Goal**
> - Students are not familiar with the requirements for their IBMYP certificate.

Plan to Monitor Progress Toward the Goal

Walk through and classroom observations will be conducted, monitor student progress during portfolio week.

> **Person or Persons Responsible**
> Administrative Team / Magnet Lead Teacher
>
> **Target Dates or Schedule:**
> Ongoing
>
> **Evidence of Completion:**
> Portfolio, IB Certificate

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 Reading Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Test is for 93% of students to score at Level 3 or above, an increase of 2 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading Test 89% of Asian students scored at Level 3 or above. The goal for 2014 for Asian students is to increase the percentage of students achieving level 3 proficiency by 9 percentage points to 98%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B1.S1 Provide students with the opportunities for additional practice with higher order reading comprehension skills.

Action Step 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

Facilitator:

CCSS Team

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, obervations

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G1.B2 On the 2013 FCAT 2.0 Reading Test 28% (329) of students achieved level 3 proficiency. Our goal for the 2014 school year is to increase the percentage of students achieving level 3 proficiency by 1 percentage point to 29%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B2.S1 Provide students with the opportunities for additional practice with higher order reading comprehension skills.

Action Step 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G1.B3 On the 2013 FCAT 2.0 Reading Test 63% (756) of students achieved level 4 & above proficiency. Our goal for the 2014 school year is to maintain the percentage of students achieving level 4 and above proficiency at 63%. Students exhibited difficulty with Reporting Category 3 - Literary Analysis: Fiction/Non-fiction due to limited exposure to fiction and non-fiction genres in the content area classes.

G1.B3.S1 Fiction and nonfiction literature will be incorporated in all content area classes.

Action Step 1

Collaborate with media specialist to select fiction and non-fiction resources that are applicable to the content areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G1.B4 On the 2013 FCAT 2.0 Reading Test 78% of students made learning gains. Our goal for the 2014 school year is to increase the percentage of students making learning gains by 2 percentage points to 80%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B4.S1 Provide a variety of instructional strategies and activities that include identifying details from the passage to determine implied main idea, cause/effect, making inferences, drawing conclusions and author's purpose.

Action Step 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

Facilitator:

CCSS Team

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G1.B5 On the 2013 FCAT 2.0 Reading Test 87% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains by 1 percentage point to 88%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B5.S1 Provide a variety of instructional strategies and activities that include identifying details from the passage to determine implied main idea, cause/effect, making inferences, drawing conclusions and author's purpose.

Action Step 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G1.B6 On the 2013 FCAT 2.0 Reading Test 69% of ELL students scored at Level 3 or above. The goal for 2014 for ELL students is to increase the percentage of students achieving level 3 proficiency by 6 percentage points to 75%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B6.S1 Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G2. On the 2013 FCAT 2.0 Writing Test 79% (293) of students scored Level 3.5 and higher. Our goal for the 2014 school year is to increase the percentage of students by 2 percentage points to 81%.

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

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

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

Facilitator:

Language Arts Chairperson

Participants:

Teachers

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

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

Person or Persons Responsible

LLT / Administrative Team

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT / Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G3. On the 2013 FCAT 2.0 Math Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math Test is for 92% of students to score at Level 3 or above, an increase of 1 percentage point.

G3.B1 On the 2013 FCAT 2.0 for Math, 92% of White students scored at Level 3 or above. The goal for 2014 is to increase the percentage of students achieving proficiency by 2 percentage points to 94% . Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

G3.B1.S1 Provide opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G3.B2 On the 2013 FCAT 2.0 for Math, 31% (250) of students achieved level 3 proficiency. Our goal for the 2014 school year is to increase the percentage of students achieving level 3 proficiency by 1 percentage point to 32%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

G3.B2.S1 Provide opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems.

Action Step 1

Students will analyze a multi-step problem and explore nontraditional uses of measurement. Provide opportunities for students to examine the perimeter, area and volume of 2-dimensional figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G3.B3 On the 2013 FCAT 2.0 for Math, 58% (477) of students achieved level 4 and above proficiency. Our goal for the 2014 school year is to maintain the percentage of students achieving level 4 and above at 58%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

G3.B3.S1 Provide students with enrichment opportunities to extend their understanding of surface area and volume by using non-traditional units of measure to compare the effects of changing dimensions.

Action Step 1

Students will analyze a multi-step problem and compare the effects of changing dimensions. Provide opportunities for students to examine the perimeter, area and volume of 2-dimensional figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G3.B4 On the 2013 FCAT 2.0 for Math, 81% of students made learning gains. Our goal for the 2014 school year is to increase the percentage of students making learning gains by 2 percentage points to 83%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

G3.B4.S1 Utilization of grade level appropriate text used to differentiate instruction. Provide visual stimulus to develop student spatial sense and investigate geometric properties.

Action Step 1

Students will analyze a multi-step problem and explore nontraditional uses of measurement. Provide opportunities for students to examine the perimeter, area and volume of 2-dimensional figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G3.B5 On the 2013 FCAT 2.0 for Math, 81% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains by 2 percentage points to 83%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

G3.B5.S1 Utilization of grade level appropriate text used to differentiate instruction. Provide visual stimulus to develop student spatial sense and investigate geometric properties.

Action Step 1

Students will analyze a multi-step problem and explore nontraditional uses of measurement. Provide opportunities for students to examine the perimeter, area and volume of 2-dimensional figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

G3.B6 On the 2013 Algebra EOC 39% (101) of students scored Achievement Level 3. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 3 in the Algebra EOC at 39%. The area of relative weakness was Reporting Category: Functions, Linear Equations, and Inequalities. Students need additional practice solving multi-step equations.

G3.B6.S1 Identify multiple examples of real-world, multistep problems and provide scaffolding support. Make use of on-line resources including interactive demonstrations and instructional videos to support in class learning of solving expressions and equations.

Action Step 1

Students will analyze a multi-step problem and use on-line resources to support learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G3.B7 On the 2013 Algebra EOC 56% (147) of students scored at Achievement Level 4 and 5. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 4 and 5 in the Algebra EOC at 56%. The area of relative weakness was Reporting Category: Functions, Linear Equations, and Inequalities. Students need additional practice solving multi-step equations.

G3.B7.S1 Provide enrichment opportunities for students to create their own interactive expressions and equations and solve them.

Action Step 1

Students will analyze a multi-step problem and use on-line resources to support learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G3.B8 On the 2013 Geometry EOC 18% (18) of students scored Achievement Level 3. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 3 in the Geometry EOC at 18%. The area of relative weakness was Reporting Category: Trigonometry and Discrete Mathematics. Students need additional practice using trigonometry to solve real-world problems.

G3.B8.S1 Provide opportunities for students to practice identifying the converse, inverse, or contrapositive to solve real-world problems.

Action Step 1

Students will practice using trigonometry to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G3.B9 On the 2013 Geometry EOC 82% (81) of students scored at Achievement Level 4 and 5. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 4 and 5 in the Geometry EOC at 82%. The area of relative weakness was Reporting Category: Trigonometry and Discrete Mathematics. Students need additional practice using trigonometry to solve real-world problems.

G3.B9.S1 Provide enrichment opportunities for students to practice identifying the converse, inverse, or contrapositive to solve real-world problems within a cooperative math group.

Action Step 1

Students will practice using trigonometry to solve real world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B9.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G3.B10 On the 2013 FCAT 2.0 for Math, 77% of ELL students scored at Level 3 or above. The goal for 2014 is to increase the percentage of students achieving proficiency by 7 percentage points to 84%. Students exhibited difficulty with Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.

G3.B10.S1 Provide opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions withing customary and metric measurement systems.

Action Step 1

Students will analyze a multi-step problem and explore nontraditional uses of measurement. Provide opportunities for students to examine the perimeter, area and volume of 2-dimensional figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G3.B10.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim Assessments

G4. In 2013, 86% of students participated in middle school acceleration and 98% passed. Our goal for 2014 is to increase participation in middle school acceleration by 1 percentage point to 87% and maintain percentage passing at 98%.

G4.B1 In 2013, 86% of students participated in middle school acceleration. Our goal for 2014 is to increase participation by 1 percentage point to 87%. The difficulty in increasing participation in EOC is student readiness.

G4.B1.S1 Target students in advanced classes who demonstrate mastery of grade level standards.

Action Step 1

Analyze student grades and interim results to identify students

Person or Persons Responsible

Teachers, Counselors, Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples and benchmark assessments

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

Analyze student grades and interim results to identify students

Person or Persons Responsible

Counselors / Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress reports, report cards and benchmark assessments

Plan to Monitor Effectiveness of G4.B1.S1

Analyze student grades and interim results to identify students

Person or Persons Responsible

Counselors / Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress reports, report cards and benchmark assessments

G4.B2 In 2013, 98% of students passed middle school acceleration (EOC). Our goal for 2014 is to maintain performance at 98%. The The challenge in maintaining performance is that parents override the school's recommendation into middle school acceleration courses.

G4.B2.S1 Provide additional instructional support to students with parent overrides into middle school acceleration courses.

Action Step 1

Provide tutoring opportunities and EOC clinics

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

Analyze student grades and monitor progress

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessments, student work samples and progress reports

Plan to Monitor Effectiveness of G4.B2.S1

Review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessments, student work samples and progress reports

G5. On the 2013 FCAT 2.0 Science Test 75% of students scored at Achievement Level 3 or above. Our goal for the 2014 school year is to increase the percentage of students scoring at Level 3 or above by 3 percentage points to 78%.

G5.B1 On the 2013 FCAT 2.0 Science Test 28% (90) of students scored at Achievement Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 by 2 percentage points to 30%. The area of weakness was Big Idea: Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in Earth and Space Science.

G5.B1.S1 Incorporate reading informational text and instructional technology to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Teachers will incorporate rigor using informational text and technology to support curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

Facilitator:

Science Department Chairperson

Participants:

Teachers

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G5.B2 On the 2013 FCAT 2.0 Science Test 47% (150) of students scored at Achievement Level 4 and above. Our goal for the 2014 school year is to increase the percentage of students scoring at Level 4 and 5 by 1 percentage point to 48%. The area of weakness was Big Idea: Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in Earth and Space Science.

G5.B2.S1 Incorporate rigorous enrichment activities and higher order questioning strategies to increase student conceptual understanding of topics being addressed.

Action Step 1

Teachers will incorporate rigor using enrichment activities and higher order questioning strategies to support curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G5.B3 On the 2013 Biology EOC Test 13% (7) of students scored Achievement Level 3. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 3 on the Biology EOC at 13%. The area of weakness was Reporting Category: Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

G5.B3.S1 Provide inquiry-based, hands-on, laboratory activities allowing students to make connections to real-life experiences.

Action Step 1

Teachers will incorporate hands-on lab activities to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B3.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G5.B4 On the 2013 Biology EOC Test 83% (45) of students scored Achievement Level 4 and 5. Our goal for the 2014 school year is to maintain the percentage of students scoring Level 4 and 5 on the Biology EOC at 83%. The area of weakness was Reporting Category: Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

G5.B4.S1 Provide inquiry-based, hands-on, laboratory activities infusing higher order questioning strategies allowing students to make connections to real-life experiences.

Action Step 1

Teachers will incorporate hands-on lab activities to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

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

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B4.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G6. Our goal is to increase student experiences and participation in STEM-based activities.

G6.B1 In 2013, students were given 3 experiences to participate in STEM-based activities. In 2014, we will increase student opportunity for participation to 4. Students are not given enough opportunities to participate in STEM-based activities.

G6.B1.S1 Participate in activities where students design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

Action Step 1

Teachers will develop lessons incorporating STEM-based skills and opportunities will be created for students to participate in these activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

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

Walk through and classroom observations will be conducted monitoring the incorporation of STEM-based activities.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations, end result of the STEM-based activity

Plan to Monitor Effectiveness of G6.B1.S1

Walk through and classroom observations will be conducted.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Quizzes, tests, Interim assessments, end result of the STEM-based activity

G6.B2 In 2013, 46 students participated in STEM-based activities. In 2014, we will increase the number of students participating by 10 percent to 51. Limited number of students participate in STEM-based activities.

G6.B2.S1 Encourage student participation in STEM-based activities by promoting it on the announcements and in classrooms.

Action Step 1

School-wide announcements will be made to encourage students to participate in STEM-based activities

Person or Persons Responsible

Teachers and MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, announcements log

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

Walk through and classroom observation will be conducted.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets and announcements log

Plan to Monitor Effectiveness of G6.B2.S1

Walk through and classroom observations will be conducted.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets

G7. Our goal for the 2013-2014 school year is to involve sixth through eighth grade students in project-based activities to prepare for CTE courses in high school.

G7.B1 There are limited opportunities for students to engage in career and technical opportunities.

G7.B1.S1 Provide opportunities for students to engage in career exploration in content area classes.

Action Step 1

Walk through and classroom observations will be conducted.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

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

walk through and classroom observations will be conducted.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G7.B1.S1

Review implementation to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

G8. On the 2013 Baseline Civics assessment, 6% of students scored proficient. Our goal is to increase the percentage of students scoring proficient by 10 percentage points to 16%.

G8.B1 Students have limited opportunities in the classroom to utilize secondary sources as they relate to Civics curriculum.

G8.B1.S2 Incorporate the use of maps, timelines, political cartoons, pictures, paintings and documents for interpreting primary and secondary sources.

Action Step 1

Teacher will incorporate Do Nows that will require students to interpret primary and secondary sources using maps, timelines, political cartoons, pictures, paintings and documents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Effectiveness of G8.B1.S2

Conduct review of Civics EOC assessments data. Data chats will be conducted after each EOC Interim Assessment for ongoing progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Civics EOC Interim Assessment, work samples

G9. Our goal for 2014 Early Warning System (EWS) is to identify students with enough time to provide intervention strategies and academic, behavioral, and attendance support.

G9.B1 In 2013, 1% (15) students missed 10% or more of available instructional time. Our goal for 2014 is to maintain this percentage at 1%. Students are unaware of the negative impact excessive absences from class can have on their learning.

G9.B1.S1 Identify students who may be developing a pattern of nonattendance/tardiness and implement an action plan for students with 3 or more absences from class.

Action Step 1

Identify students who are missing instructional time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance records

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

Review of attendance records

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G9.B1.S1

Review of Attendance records

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance records

G9.B2 In 2013, 1% (15) students received one or more behavior referrals leading to suspension. Our goal for 2014 is to maintain this percentage at 1%. Students are unfamiliar with the Code of Student Conduct and the corrective strategies that are employed for infractions.

G9.B2.S1 Grade level orientations will be conducted to review the Code of Student Conduct with students. In addition, students and parents will sign acknowledgment of reading and understanding corrective strategies that are employed for infractions of the COSC, with follow up as needed.

Action Step 1

Participate in grade level orientations and receive sign acknowledgment from students and parents

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance of orientation and signed acknowledgment sheet

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

Review of Attendance bulletin

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance bulletin

Plan to Monitor Effectiveness of G9.B2.S1

Review trends and monitor/adjust strategies

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance bulletin

G9.B3 In 2013, 0% (1) student failed two or more courses. Our goal for 2014 is to maintain this percentage at 0%. Continue to monitor student progress throughout the year to avoid failing a class.

G9.B3.S1 Monitor student progress reports, report cards and assessment data.

Action Step 1

Monitor student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Grades, classwork, classroom assessments

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

Monitor and meet with students in danger of failing a course.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Report card grades

Plan to Monitor Effectiveness of G9.B3.S1

Review trends and monitor/adjust strategies.

Person or Persons Responsible

MTSS / RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Passing grades in courses

G10. Our goal for 2013-2014 is for 25% of parents of students in the lowest 25%, participate in two or more school-sponsored activities, based on the school's Parental Involvement Survey.

G10.B1 Over 100 elementary schools feed into Ammons Middle. As a result, transportation and distance is an area of concern for parents.

G10.B1.S1 Notification of upcoming school events will be given as early as possible allowing parents ample time to coordinate transportation.

Action Step 1

Assure that notification of upcoming events is posted in various places in a timely manner.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Log sheets of parent participation in school sponsored events

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

Monitor communication on email tree, website and school calendar

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation

Plan to Monitor Effectiveness of G10.B1.S1

Monitor communication on email tree, website and school calendar

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation

G11. In 2013, 86% (344) of 8th grade students met criteria to receive their Int'l Baccalaureate Middle Years Program (IBMYP) certificate. Our goal for 2014 is to increase the percentage of students receiving their IBMYP certificate to 87%.

G11.B1 Students are not familiar with the requirements for their IBMYP certificate.

G11.B1.S1 Students will watch tutorials in their Humanities class that outline the requirements to receive an IBMYP certificate. The tutorials will be placed on the school's website so students and parents can access it when needed. Provide mentoring sessions through Humanities classes where 8th grade students mentor 6th grade students in completing their Portfolio. Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.

Action Step 1

Students will watch tutorials in Humanities class. Mentor students will be assigned. Incentives will be determined.

Person or Persons Responsible

Humanities Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students receiving IB certificate

Facilitator:

Magnet Lead Teacher

Participants:

Humanities Teachers

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

Walk through and classroom observations will be conducted, monitor student progress during portfolio week.

Person or Persons Responsible

Administrative Team / Magnet Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Portfolio, IB Certificate

Plan to Monitor Effectiveness of G11.B1.S1

Walk through and classroom observations will be conducted, monitor student progress during portfolio week.

Person or Persons Responsible

Administrative Team / Magnet Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Portfolio, IB Certificate

Coordination and Integration

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

Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare on school grounds.
• Teams 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.
• 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.

G1. On the 2013 FCAT 2.0 Reading Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Test is for 93% of students to score at Level 3 or above, an increase of 2 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading Test 89% of Asian students scored at Level 3 or above. The goal for 2014 for Asian students is to increase the percentage of students achieving level 3 proficiency by 9 percentage points to 98%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B1.S1 Provide students with the opportunities for additional practice with higher order reading comprehension skills.

PD Opportunity 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Facilitator

CCSS Team

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

G1.B4 On the 2013 FCAT 2.0 Reading Test 78% of students made learning gains. Our goal for the 2014 school year is to increase the percentage of students making learning gains by 2 percentage points to 80%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B4.S1 Provide a variety of instructional strategies and activities that include identifying details from the passage to determine implied main idea, cause/effect, making inferences, drawing conclusions and author's purpose.

PD Opportunity 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Facilitator

CCSS Team

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

G2. On the 2013 FCAT 2.0 Writing Test 79% (293) of students scored Level 3.5 and higher. Our goal for the 2014 school year is to increase the percentage of students by 2 percentage points to 81%.

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

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

PD Opportunity 1

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

Facilitator

Language Arts Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

G5. On the 2013 FCAT 2.0 Science Test 75% of students scored at Achievement Level 3 or above. Our goal for the 2014 school year is to increase the percentage of students scoring at Level 3 or above by 3 percentage points to 78%.

G5.B1 On the 2013 FCAT 2.0 Science Test 28% (90) of students scored at Achievement Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 by 2 percentage points to 30%. The area of weakness was Big Idea: Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in Earth and Space Science.

G5.B1.S1 Incorporate reading informational text and instructional technology to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Teachers will incorporate rigor using informational text and technology to support curriculum.

Facilitator

Science Department Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

G11. In 2013, 86% (344) of 8th grade students met criteria to receive their Int'l Baccalaureate Middle Years Program (IBMYP) certificate. Our goal for 2014 is to increase the percentage of students receiving their IBMYP certificate to 87%.

G11.B1 Students are not familiar with the requirements for their IBMYP certificate.

G11.B1.S1 Students will watch tutorials in their Humanities class that outline the requirements to receive an IBMYP certificate. The tutorials will be placed on the school's website so students and parents can access it when needed. Provide mentoring sessions through Humanities classes where 8th grade students mentor 6th grade students in completing their Portfolio. Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.

PD Opportunity 1

Students will watch tutorials in Humanities class. Mentor students will be assigned. Incentives will be determined.

Facilitator

Magnet Lead Teacher

Participants

Humanities Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students receiving IB certificate

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Test is for 93% of students to score at Level 3 or above, an increase of 2 percentage points.	$2,499
G11.	In 2013, 86% (344) of 8th grade students met criteria to receive their Int'l Baccalaureate Middle Years Program (IBMYP) certificate. Our goal for 2014 is to increase the percentage of students receiving their IBMYP certificate to 87%.	$500
	Total	$2,999

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
EESAC	$2,499	$500	$2,999
Total	$2,499	$500	$2,999

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading Test 91% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Test is for 93% of students to score at Level 3 or above, an increase of 2 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading Test 89% of Asian students scored at Level 3 or above. The goal for 2014 for Asian students is to increase the percentage of students achieving level 3 proficiency by 9 percentage points to 98%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B1.S1 Provide students with the opportunities for additional practice with higher order reading comprehension skills.

Action Step 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Resource Type

Other

Resource

Transportation, books, posters, magazines, pencils

Funding Source

EESAC

Amount Needed

$1,999

G1.B4 On the 2013 FCAT 2.0 Reading Test 78% of students made learning gains. Our goal for the 2014 school year is to increase the percentage of students making learning gains by 2 percentage points to 80%. Students exhibited difficulty with Reporting Category 2 - Reading Application due to the need for additional practice with higher order reading comprehension skills.

G1.B4.S1 Provide a variety of instructional strategies and activities that include identifying details from the passage to determine implied main idea, cause/effect, making inferences, drawing conclusions and author's purpose.

Action Step 1

Students will read and practice finding and confirming details, analyze text and synthesize information to create the correct outcome. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Resource Type

Evidence-Based Program

Resource

IB pins and certificates

Funding Source

EESAC

Amount Needed

$500

G11. In 2013, 86% (344) of 8th grade students met criteria to receive their Int'l Baccalaureate Middle Years Program (IBMYP) certificate. Our goal for 2014 is to increase the percentage of students receiving their IBMYP certificate to 87%.

G11.B1 Students are not familiar with the requirements for their IBMYP certificate.

G11.B1.S1 Students will watch tutorials in their Humanities class that outline the requirements to receive an IBMYP certificate. The tutorials will be placed on the school's website so students and parents can access it when needed. Provide mentoring sessions through Humanities classes where 8th grade students mentor 6th grade students in completing their Portfolio. Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.

Action Step 1

Students will watch tutorials in Humanities class. Mentor students will be assigned. Incentives will be determined.

Resource Type

Other

Resource

IB certificate, IB pins

Funding Source

EESAC

Amount Needed

$500