# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Madison Middle School

3400 NW 87TH ST

Miami, FL 33147

305-836-2610

http://madisonmiddle.dadeschools.net/

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Middle School | Yes | 98% |

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

## School Grades History

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

## SIP Authority and Template

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

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

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

# Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
| --- | --- | --- |
| Focus Year 1 | 5 | Gayle Sitter |

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

## Current School Status

### School Information

#### School-Level Information

**School**

Madison Middle School

**Principal**

Uwezo Frazier

**School Advisory Council chair**

Michelle Sanchez

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

| Name | Title |
| --- | --- |
| Cadian Collman | Assistant Principal |
| Phaion Hicks | Assistant Principal |
| Michelle Dorval | Literacy Coach |
| Micheka Fleurissaint | Literacy Coach |
| Eric Vicaria | Science Coach |
| Anthony Armbrister | Mathematics Coach |
| Judith Francois | SPED Dept. Chair |
| Vernon Howard | Counselor |
| Norbert Herriott | PBS Coordinator |
| Priscilla Willcot | ELL Dept. 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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal (1), the UTD Steward (1), and an appropriately balanced number of teachers (5), education support employees (2), student (1), parents (6), and other business and community citizens (3) who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

The SAC serves as the voice of the community in the development of the school improvement process. The SAC was involved with reviewing the strategies were effective last school year and those that weren't. The principal and other EESAC members representing various departments and "professional learning communities" provide information for clarification during the development of the SIP and are tasked with reviewing and approving the SIP for the 2013-2014 school year.

**Activities of the SAC for the upcoming school year**

As stipulated in Florida Statues, 1001.452, Florida's system for school improvement and education accountability, Madison Middle School has established an EESAC. The EESAC is an integral part of the growth and professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC assists in the preparation and evaluation of the School Improvement Plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. In an effort to meet statutory requirements related to EESAC's across the state of Florida (Section 1001.452 Florida Statutes), the principal, will work cooperatively with the EESAC Chair, parents, teachers, citizens groups, business groups and students to assure the EESAC complies to all statutory requirements. The officers of the School Advisory Council will participate in the district in-service offered to extend the knowledge base of the functioning and operations of the committee. Members will return to serve as advocates for students and education while meeting once a month to make decisions that will influence the operations of the school and its policies and procedures. Listed below are some of the functions of the EESAC:
Reach out to community to obtain more partners and community based organization agreements.
Active involvement in the development and review of the School Improvement Plan.

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

Projected Use of SAC Funds Amount
Food Items for the FCAT snack packs and Saturday Academy Pizza, Student FCAT Incentives and Parent Involvement Center $1,500.00
Student FCAT Incentives $2,000.00
Incentives for Students caught reading $500.00
Composition Notebooks $400.00
Science Incentives $1,000.00
Incentives to Support Suspension Plan $500.00

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

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

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

**Administrators**

**# of administrators**
3

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

**Administrator Information:**

| Uwezo Frazier | | |
|---|---|---|
| Principal | Years as Administrator: 12 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Bachelor of Art<br>Master of Science, Educational Leadership<br>Art (K-12)<br>Educational Leadership – All Levels |
| **Performance Record** | 2013 School Grade: Pending<br>Rdg. Proficiency: 18%<br>Algebra EOC: 38%<br>Rdg. Lrg. Gains: 61%<br>Math Lrg. Gains: 73%<br>Rdg. Imp. of Lowest 25%: 68%<br>Math Imp. of Lowest 25%: 80%<br>Rdg. AMO: 30%<br>Math AMO: 46%<br>2012 School Grade: C<br>Rdg. Proficiency 21%<br>Algebra EOC 29%<br>Rdg. Lrg. Gains 66%<br>Math Lrg. Gains 56%<br>Rdg. Imp. of Lowest 86% 64%<br>Math Imp. of Lowest 63% 62%<br>Rdg. AMO: 29%<br>Math AMO: 34%<br>School Grade 11' 10' 09'<br>D F F<br>AYP N N N<br>HS Rdg. 16 15 13<br>HS Math 59 48 50<br>Rdg. Lrg. Gains 38 34 36<br>Math Lrg. Gains 75 66 70<br>Gains - Rdg. 25% 38 35 50<br>Gains – Math 25% 72 64 74 |

| Cadian Collman | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 2 | Years at Current School: 1 |

| | |
| --- | --- |
| **Credentials** | Bachelor of Science<br>Master of Business Administration (M.B.A)<br>Mathematics 5-9<br>Educational Leadership- All Levels |
| **Performance Record** | 2013 School Grade: C<br>Rdg. Proficiency 27%<br>Math Proficiency 36%<br>Rdg. Lrg. Gains 79%<br>Math Lrg. Gains 36%<br>Rdg. Imp. of Lowest 25% 84%<br>Math Imp. of Lowest 25% 56%<br>Rdg. AMO 35%<br>Math AMO 47%<br>2012 School Grade: C<br>Rdg. Proficiency 42%<br>Math Proficiency 45%<br>Rdg. Lrg. Gains 60%<br>Math Lrg. Gains 61%<br>Rdg. Imp. of Lowest 25% 64%<br>Math Imp. of Lowest 25% 62%<br>Rdg. AMO 50%<br>Math AMO 52%<br>School Grade 11' 10' 09'<br>D C C<br>AYP N N N<br>HS Rdg. 34 56 49<br>HS Math 36 51 47<br>Rdg. Lrg. Gains 55 63 56<br>Math Lrg. Gains 60 62 61<br>Gains - Rdg. 25% 69 65 70<br>Gains – Math 25% 68 67 67 |

| Phaion Hicks | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 2 | Years at Current School: 1 |

| | |
| --- | --- |
| **Credentials** | Bachelor of Science<br>Master of Science, Special Education<br>Emotionally Handicapped<br>Educational Leadership – All Levels |
| **Performance Record** | 2013 School Grade: Pending<br>Rdg. Proficiency: 36%<br>Algebra EOC: 41%<br>Rdg. Lrg. Gains: 65%<br>Math Lrg. Gains: 68%<br>Rdg. Imp. of Lowest 25%: 69%<br>Math Imp. of Lowest 25%: 77%<br>Rdg. AMO: 36%<br>Math AMO: 44%<br>2012 School Grade: D<br>Rdg. Proficiency 25%<br>Math Proficiency 36%<br>Rdg. Lrg. Gains 59%<br>Math Lrg. Gains 68%<br>Rdg. Imp. of Lowest 25% 69%<br>Math Imp. of Lowest 63% 82%<br>Rdg. AMO 29%<br>Math AMO 41%<br>School Grade 11' 10' 09'<br>A F F<br>AYP N N N<br>HS Rdg. 29 25 24<br>HS Math 60 55 54<br>Rdg. Lrg. Gains 45 44 40<br>Math Lrg. Gains 68 75 66<br>Gains - Rdg. 25% 49 40 47<br>Gains – Math 25% 57 72 65 |

## Instructional Coaches

| **# of instructional coaches** |
| --- |
| 4 |

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

| **Instructional Coach Information:** |
| --- |

| Michelle Dorval | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 1 |

| Areas | Reading/Literacy |
|---|---|
| Credentials | Bachelor of Science: Elementary Education Masters of Science: Reading Educational Specialist: Exceptional Student Education Certification: Elementary Education K-6, Reading K-12 ESOL Pre-K - 3 |
| Performance Record | School Grade 13' 12' 11' '10 '09 C A A N/A A AYP N N N N/A Y HS Rdg. 40 20 14 N/A 79 HS Math 36 39 55 N/A 74 Rdg. Lrg. Gains 63 53 34 N/A 76 Math Lrg. Gains 57 66 65 N/A 72 Gains - Rdg. 25% 64 68 46 N/A 84 Gains – Math 25% 59 74 71 N/A 84 AMO Reading 53 AMO Math 53 |

| Anthony Armbrister | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 12 | Years at Current School: 1 |

| Areas | Mathematics |
|---|---|
| Credentials | Bachelor of Science: Mathematics Master of Science: Mathematics Education Educational Specialist: Mathematics Certification : Mathematics (5-12) |
| Performance Record | School Grade 13' 12' 11' 10' '09 P C C C D AYP N N N N HS Rdg. 24 21 44 45 42 HS Math 55 36 44 42 36 Rdg. Lrg. Gains 56 57 61 59 58 Math Lrg. Gains 84 47 61 65 56 Gains - Rdg. 25% 67 87 75 67 70 Gains – Math 25% 89 40 68 67 64 AMO Reading 36 AMO Math 40 |

| Micheka Fleurissaint | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | Bachelor of Science: Political Science Master of Science: Business Administrative, specialization in Management Certification: History |
| **Performance Record** | School Grade 13' 12' 11' 10' '09 F D C C D AYP N N N N N HS Rdg. 23 22 15 12 36 HS Math 22 46 41 42 31 Rdg. Lrg. Gains 60 64 41 41 56 Math Lrg. Gains 65 66 60 77 63 Gains - Rdg. 25% 70 84 57 49 73 Gains – Math 25% 65 74 65 89 68 AMO Reading 32 AMO Math 38 |

| Eric Vicaria | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Science |
| **Credentials** | Bachelor of Science in Environmental Studies Certification: Biology (6-12) |
| **Performance Record** | School Grade 13' 12' 11' 10' '09 F F B C N/A AYP N N N N N/A HS Rdg. 23 24 56 12 N/A HS Math 22 32 66 42 N/A Rdg. Lrg. Gains 60 56 61 41 N/A Math Lrg. Gains 65 60 66 77 N/A Gains - Rdg. 25% 70 62 66 49 N/A Gains – Math 25% 65 67 73 89 N/A AMO Reading 32 AMO Math 38 |

**Classroom Teachers**

| # of classroom teachers |
|---|
| 33 |

**# receiving effective rating or higher**
9, 27%

**# Highly Qualified Teachers**
18%

**# certified in-field**
33, 100%

**# ESOL endorsed**
2, 6%

**# reading endorsed**
2, 6%

**# with advanced degrees**
17, 52%

**# National Board Certified**
0, 0%

**# first-year teachers**
6, 18%

**# with 1-5 years of experience**
12, 36%

**# with 6-14 years of experience**
8, 24%

**# with 15 or more years of experience**
7, 21%

## Education Paraprofessionals

**# of paraprofessionals**
1

**# Highly Qualified**
1, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**
0

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

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

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

Description of Strategy: District Teacher Recruitment Fair/e-Recruitment
Person Responsible: Principal

Projected Completion Date: August 2013
Description of Strategy: Assigning new teachers a highly qualified mentor or partner.
Person Responsible: Principal and Assistant Principals
Projected Completion Date: August 2013 - August 2014
Description of Strategy: Continued partnership with Teach For America (TFA)
Person Responsible: Principal and Assistant Principals
Projected Completion Date: August 2013 - August 2014
Description of Strategy: In-house professional development opportunities
with emphasis on lesson planning, class room management, data analysis, lesson study.
Person Responsible: Administrative Team
Projected Completion Date: August 2013 - Aug. 2014
Description of Strategy: Regular meetings of new teachers with Principal/Assistant Principal Person
Responsible: Principal and Assistant Principal
Projected Completion Date: August 2013 - Aug. 2014
Description of Strategy: Newly hired teachers will participate in the District's
Mentoring and Induction for New Teachers (MINT) program.
Person Responsible: District
Projected Completion Date: August 2013 - August 2014

**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**

Mentee's Name: Laura Hadiaris
Mentor Assigned: Judith Francois
Rationale for Pairing:
Laura Hadiaris is a first year teacher who could potentially benefit and grow professionally as a result of having a veteran science teacher as her mentor.
Ms. Francois is a veteran science teacher and SPED chairperson. She knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, she will be able to facilitate professional learning communities and provide in-class support to Ms. Hadiaris
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Ivy Lanning
Mentor Assigned: Judith Francois
Rationale for Pairing:
Ivy Lanning is a first year teacher who could potentially benefit and grow professionally as a result of having a veteran science teacher as his mentor.
Mrs. Francois is a veteran science teacher and SPED chairperson. She knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, she will be able to facilitate professional learning communities and provide in-class support to Mr. Lanning.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Carey Hughes
Mentor Assigned: Eric Vicaria
Rationale for Pairing:
Carey Hughes is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran science teacher as his mentor.
Mr. Vicaria is the Science Instructional Coach. He knows how to disaggregate and utilize data to

facilitate instruction and meet the needs of each student. Additionally, he will be able to facilitate professional learning communities and provide in-class support to Mr. Hughes.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Junebetty Abbott
Mentor Assigned: Eric Vicaria
Rationale for Pairing:
Junebetty Abbott is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran science teacher as her mentor.
Mr. Vicaria is the Science Instructional Coach. He knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, he will be able to facilitate professional learning communities and provide in-class support to Ms. Abbott
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learningcommunity to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Ximena Marquez
Mentor Assigned: Micheka Fleurissaint
Rationale for Pairing:
Ximena Marquez is a first year teacher who could potentially benefit and grow professionally as a result of having a veteran teacheras her mentor. Ms. Fleurissaint will serve as a mentor for Ms. Marquez. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Jennifer Ahokas
Mentor Assigned: Michelle Dorval
Rationale for Pairing:
Jennifer Ahokas is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacher as her mentor. The reading coach will serve as a mentor for Ms. Ahokas. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Christina Knight
Mentor Assigned: Micheka Fleurissaint
Rationale for Pairing:
Christina Knight is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacher as her mentor. The literacy coach will serve as a mentor for Ms. Knight. The literacy coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Joshua Branch
Mentor Assigned: Michelle Dorval
Rationale for Pairing:
Joshua Branch is a first year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacher as her mentor. The reading coach will serve as a mentor for Mr. Branch. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Anne Spear

Mentor Assigned: Michelle Dorval

Rationale for Pairing:

Anne Spear is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacheras her mentor. The reading coach will serve as a mentor for Ms. Spear. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Elizabeth Ferrante

Mentor Assigned: Tennille Jones

Rationale for Pairing:

Elizabeth Ferrante is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran mathematics teacher as her mentor. Ms. Jones is ta veteran mathematics teacher. She knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, she will be able to facilitate professional learning communities and provide in-class support to Ms. Ferrante.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Alexis Guy

Mentor Assigned: Anthony Armbrister

Rationale for Pairing:

Alexis Guy is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran mathematics teacher as her mentor. Mr. Armbrister is the Mathematics Instructional Coach. He knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, he will be able to facilitate professional learning communities and provide in-class support to Ms. Guy.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Meghan McNabb

Mentor Assigned: Ryan Hare

Rationale for Pairing:

Meghan McNabb is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran mathematics teacher as her mentor. Mr. Hare is a veteran Mathematics teacher. He knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, he will be able to facilitate professional learning communities and provide in-class support through a co-teaching model with Ms. McNabb.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

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

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

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

The primary role of the RtI Leadership Team is to analyze, monitor, and provide ongoing progress evaluation of the strategies outlined in the School Improvement Plan (SIP). The team will collaborate regularly, problem solve, share effective practices, evaluate implementations, make decisions, and practice new processes and skills. In developing and implementing the school improvement plan, the RtI Leadership Team identified students' deficiencies and aligned the strategies based on the identified need to improve learner outcomes. The RtI Leadership Team will monitor students' progress and data monthly.

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

Uwezo Frazier, Principal: Ensures that all members of the RtI Leadership Team is focused on the school's vision and mission, effectively manages the RtI team to promote collaboration and a positive school climate; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; inform staff and parents of school-based RtI initiatives.
Cadian Collman, Assistant Principal: Maintains all documentations including identified students, assessments, progress monitoring, tutoring services and data analysis reports.
Instructional Coaches: (Michelle Dorval)Reading, Anthony Armbrister (Mathematics), and Eric Vicaria (Science): Assist in the implementation of a strong core curriculum and support and monitor instruction; devise and utilize a process for identifying specific student needs; provide information about core curriculum, research based programs and materials; assist in the design and implementation for progress monitoring; data collection and analysis; facilitate planning and conduct professional development; collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.
Norbert Herriott, Positive Behavior Support Coordinator: Facilitates in planning and conducting professional development; collaborate with teachers on student's behavior; monitors attendance and behavior, instructional programs and intervention strategies.
Irma Hutchinson, School Psychologist: Provide data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, implement and monitor drug and alcohol prevention programs, support the school violence prevention program, protective behaviors program and academic improvement programs.
Amber Rinehart-Perez, School Social Worker: Provide social services and assistance to improve the social and psychological functioning of students and their families in an effort to positively affect the well-being of families and the academic functioning of their children. Assist in providing academic and interventions for targeted students.
Language Arts, Mathematics, Science, Social Science, SPED, ELL and Electives Department Chairpersons: Participates in student data collection through assessments and interventions, provides instruction/intervention techniques, and collaborate with grade team teachers on focused instructional lessons; and implement interventions and maintenance strategies.
Vernon Howard, Guidance Counselor: Implement programs and intervene where attendance issues are present; work with students; families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.
Mary Herring, Community Involvement Specialist: Participates in data-based decision making; serve as liaison for students; parents, school staff, program facilitators, and administrators regarding information, activities, and services provided.
Micheka Fleurissaint, Literacy Coach: Ensures the implementation of the District's Comprehensive Reading Plan; assist in data collection activities, and provide technical assistance to teachers regarding data-based instructional planning.

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

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

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

Academics Managed Data
Edusoft-Baseline, Fall Interim Assessment, and Winter Interim Assessment
Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management
Criterion Writing
Language! Placement Testing
Florida Comprehensive Assessment Test (FCAT)
Midyear: Florida Assessments for Instruction in Reading (FAIR)
End of year: FAIR, FCAT 2.0
Data Discussion Days: Teachers twice a month, Students-once a month
Accelerated Reader Reports
Behavioral Managed Data
Case Management Referrals
Suspensions/Expulsions
Attendance
Positive Behavior Support (PBS)

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

Professional Development sessions on RtI Leadership Team principles and procedures will be provided to the staff in September. Additional professional development will be provided to teachers' during professional learning communities and early release days throughout the school year. Two Professional Development sessions entitled: "RtI: Progress Monitoring and Bridging the Achievement Gap through RtI" and "RtI: A contributing factor to meeting the educational needs of our students."Interventions will take place from August 2013 through June 2014 and will target staff and parents. The RtI team will evaluate additional Staff and Parents Professional Development needs during the monthly RtI Leadership Team meetings.

## Increased Learning Time/Extended Learning Opportunities

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

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

| **Strategy:** Before or After School Program |
| :--- |
| **Minutes added to school year:** 21,600 |

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

### Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

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

### Who is responsible for monitoring implementation of this strategy?

The school-based Literacy Leadership Team (LLT) consists of the following school personnel: Mr. Uwezo Frazier, Principal; Mrs. Cadian Collman, Assistant Principal; Mr. Phaion Hicks, Assistant Principal; Ms. Michelle Dorval and Mrs. Micheka Fleurissaint, Literacy Coaches; Mr. Eric Vicaria, Science Coach; Mr. Armbrister, Mathematics Coach; Mrs. Judith Francois, SPED Department Chair; Mr. Vernon Howard, Counselor; Mr. Herriott, PBS Coordinator; Ms. Priscilla Willcot, ELL Department Chair; and respective team leaders.

| **Strategy:** Weekend Program |
|---|
| **Minutes added to school year:** 3,600 |

At Madison Middle School, we offer Saturday Success Academy from October to March. The Saturday Success Academy is offered weekly from 9:00 am to noon. The program encompasses FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs to deliver data driven instruction to students.

### Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

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

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## Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Uwezo Frazier | Principal |
| Cadian Collman | Assistant Principal |
| Phaion Hicks | Assistant Principal |
| Michelle Dorval | Literacy Coach |
| Micheka Fleurissaint | Literacy Coach |
| Eric Vicaria | Science Coach |
| Anthony Armbrister | Mathematics |
| Judith Francois | SPED Dept. Chair |
| Vernon Howard | Counselor |

| Name | Title |
|------|-------|
| Norbert Herriott | PBS Coordinator |
| Priscilla Willcot | ELL Dept. Chair |

### How the school-based LLT functions

The Literacy Leadership Team will function to collaborate and evaluate the progress of the school's instructional focus with regards to literacy. This team will meet at least twice a month to provide detailed, yet continuous feedback using student related data, and recommend professional development opportunities to newly hired teachers and/or teachers in need of instructional enhancement.

The principal and assistant principal will cultivate the vision for cross-curriculum literacy integration, provide necessary resources through active participation in all Literacy Leadership Team meetings and activities. Additionally, the administrative team will foster a culture of collaboration and support within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement.

The Literacy Coaches will share their expertise in reading instruction, assessment and data disaggregation to assist the team in making instructional and programmatic decisions. Additionally, the reading coach will work the Literacy Leadership Team to ensure fidelity as it relates to the implementation of the Comprehensive Reading Plan. The reading coach will motivate and promote collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Ms. Dorval, Professional Development Liaison will collaborate with the administrative team and Ms. Fleurissaint, Literacy coach to organize and plan needs-based professional development based on the results of student assessment, classroom observations, teachers' Individual Professional Development Plan (IPDP), and the School Improvement Plan (SIP).

Instructional Staff from each discipline: An instructional staff member from each subject area will work with the Literacy Leadership Team to ensure teachers implement with fidelity, student supported instructional strategies throughout each of the content areas. Teachers will assist in implementing the screening process for struggling learners, monitor and analyze student generated data, and assist in evaluating instructional strategies for professional development opportunities.

### Major initiatives of the LLT

The major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. This initiative will be accomplished by determining professional development needs related to literacy and student achievement, on-going collaboration to discuss student data, school-wide sustained independent reading program (R.I.S.E), after school activities, and developing a staff professional resource room and encouraging all teachers to pursue reading.

## Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team (LLT) will plan and provide professional development for effective instruction of reading strategies. All Instructional Staff will be trained in the Florida Continuous Improvement Model (FCIM) in an effort to meet the needs of each individual student. Reading and Language Arts teachers will implement the District required Reading program with fidelity. Content area teachers will be expected to infuse research based reading strategies within their respective areas and also during the school-wide sustained reading (SSR) program (R.I.S.E). Additionally, all teachers will receive support from the Instructional Coaches and Department Chairpersons in implementing District Pacing Guides and Instructional Focus Calendars effectively and with fidelity.

## Expected Improvements

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

### Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 38% | 23% | No | 45% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 37% | 24% | No | 43% |
| Hispanic | 42% | 22% | No | 48% |
| White | | 0% | | |
| English language learners | 23% | 17% | No | 31% |
| Students with disabilities | 28% | 17% | No | 35% |
| Economically disadvantaged | 38% | 22% | No | 44% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 85 | 17% | 22% |
| Students scoring at or above Achievement Level 4 | 26 | 5% | 7% |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 50% | 55% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 60% | 64% |

**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) | 32 | 43% | 49% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 14 | 18% | 26% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 20% |

**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. | *[data excluded for privacy reasons]* | | 0% |

**Area 2: Writing**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 104 | 57% | 61% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 0% |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 43% | 27% | No | 48% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 40% | 28% | No | 46% |
| Hispanic | 48% | 25% | No | 53% |
| White | | 0% | | |
| English language learners | 28% | 20% | No | 36% |
| Students with disabilities | 26% | 16% | No | 33% |
| Economically disadvantaged | 42% | 27% | No | 48% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 88 | 18% | 24% |
| Students scoring at or above Achievement Level 4 | 16 | 3% | 5% |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | | 49% | 54% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 61% | 65% |

**Middle School Acceleration**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications | | 90% | 91% |
| Middle school performance on high school EOC and industry certifications | | 80% | 82% |

### Algebra I End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 24 | 56% | 57% |
| Students scoring at or above Achievement Level 4 | 11 | 26% | 26% |

## 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 | 29 | 16% | 22% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 6% |

#### Florida Alternate Assessment (FAA)

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

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

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 |  | 4 |
| Participation in STEM-related experiences provided for students | 1 | 33% | 50% |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 187 | 62% | 65% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 22 | 11% | 100% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | 100% | 100% |
| Students taking CTE industry certification exams | 22 | 11% | 100% |
| Passing rate (%) for students who take CTE industry certification exams | | 40% | 100% |
| CTE program concentrators | 1 | 100% | 100% |
| CTE teachers holding appropriate industry certifications | 1 | 100% | 100% |

## Area 7: Social Studies

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

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

### Civics End-of-Course (EOC) Assessment

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

## Area 8: Early Warning Systems

### Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 134 | 23% | 22% |
| Students who fail a mathematics course | 96 | 18% | 17% |
| Students who fail an English Language Arts course | 74 | 14% | 13% |
| Students who fail two or more courses in any subject | 88 | 16% | 15% |
| Students who receive two or more behavior referrals | 219 | 42% | 41% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 240 | 42% | 41% |

## 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**

Title 1 School - See PIP

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Average number of parents in attendance at parent engagement opportunities | 60 | 12% | 22% |
| Percent of parents who participate in parent engagement opportunities | 60 | 12% | 22% |
| Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participate in one or more parent engagement opportunities | 10 | 2% | 4% |

# Goals Summary

**G1.** Teachers will infuse active reading and writing strategies to scaffold understanding of complex text through the use of the Gradual Release of Responsibility Model.

**G2.** Our goal is to heighten stem awareness in our school and community through the development and infusion of STEM based activities such as integrated curriculum, common planning, and capacity building.

**G3.** Students will gain an understanding of business and industry requirements and certification. Students will have a better understanding and appreciation of the future opportunities available and a plan for how to acquire the skills necessary to take advan

**G4.** Title 1 School - See PIP

**G5.** Increase the level of rigor during instruction to create an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies.

**G6.** To increase the use of data to drive instruction.

**G7.** To increase the number of students fluent in basic computational skills needed to meet the fluency requirements of the common core.

**G8.** To increase the number of essential labs and give students the opportunity to complete the essential lab reports.

**G9.** To reduce the percent of students failing two or more courses from 16% (88) to 15% in the 2013 -2014 school year.

**G10.** To reduce the percent of students who receive two or more behavior referrals from 42% to 41%.

**G11.** To reduce the percent of students who receive one or more behavioral referral that led to suspension from 42% to 41%.

**G12.** To increase the the opportunities for students to engage in student accountable talk and opportunities for students to verbally express themselves.

# Goals Detail

**G1.** Teachers will infuse active reading and writing strategies to scaffold understanding of complex text through the use of the Gradual Release of Responsibility Model.

### Targets Supported

- All Areas

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

- Writing

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

- Algebra 1 EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- EWS

- EWS - Middle School

### Resources Available to Support the Goal

- 1.Bank of Reading Strategies 2.Pre-developed Active Reading Strategies PD 3.Interventionist 4.Instructional Coaches 5.IFC 6.Curriculum Support Specialist 7.Technology 8.DA Coordinators 9.Reading Strategy of the Month 10.Common Planning 11. School-wide Reading Initiative – RISE 12. Lesson Studies

### Targeted Barriers to Achieving the Goal

- Lack of understanding of reading strategies

- Lack of systematic classroom management techniques

**Plan to Monitor Progress Toward the Goal**

Following FCIM, progress monitor assessment data reports will be reviewed and used to drive targeted instruction as needed.

### Person or Persons Responsible
Instructional coaches and administrative team

### Target Dates or Schedule:
September 2013 - ongoing

### Evidence of Completion:
Formative Assessments: District Interim Assessments; FAIR; Progress Monitoring Assessments; Topic assessments Summative Assessments: 2014 FCAT 2.0

**G2.** Our goal is to heighten stem awareness in our school and community through the development and infusion of STEM based activities such as integrated curriculum, common planning, and capacity building.

### Targets Supported
- STEM - All Levels

### Resources Available to Support the Goal
- Mathematics and Science Coach
- Curriculum Support Specialist
- DA STEM Coordinator

### Targeted Barriers to Achieving the Goal
- Some instructional staff may not be comfortable with STEM.

**Plan to Monitor Progress Toward the Goal**

Student performance on assignments connected to the STEM concept learned. Performance on mathematics and Science progress monitoring assessments.

### Person or Persons Responsible
Mathematics coach, Science coach and administrative team

### Target Dates or Schedule:
August 2013 - ongoing

### Evidence of Completion:
Formative assessments - District Interim Assessments; Grades for Science projects. Summative Assessments - 2014 FCAT 2.0 Science and Mathematics.

**G3.** Students will gain an understanding of business and industry requirements and certification. Students will have a better understanding and appreciation of the future opportunities available and a plan for how to acquire the skills necessary to take advan

### Targets Supported

- CTE

### Resources Available to Support the Goal

- CTE Teacher

- Technology - Hardware

### Targeted Barriers to Achieving the Goal

- Students lack basic technology skills due to limited availability of technological resources at home. There is limited evidence of students having exposure to and experience in project-based learning.

## Plan to Monitor Progress Toward the Goal

Progress of project based activities, teacher-created quizzes and tests; computer generated tests..

### Person or Persons Responsible

CTE instructor and Administrative Team

### Target Dates or Schedule:

September 2013 - ongoing

### Evidence of Completion:

Industry certification

**G4.** Title 1 School - See PIP

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- Community Involvement Specialist

- Parent Resource Center

- Title 1 Funds

### Targeted Barriers to Achieving the Goal

- Title 1 School - See PIP

**Plan to Monitor Progress Toward the Goal**

Title 1 School - See PIP

### Person or Persons Responsible
Title 1 School - See PIP

### Target Dates or Schedule:
Title 1 School - See PIP

### Evidence of Completion:
Title 1 School - See PIP

**G5.** Increase the level of rigor during instruction to create an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies.

### Targets Supported

### Resources Available to Support the Goal
- Instructional coaches
- Manipulatives
- Computer Assisted Instructional Programs
- City Year Interventionist
- Curriculum Support Specialist

### Targeted Barriers to Achieving the Goal
- There is limited evidence of high levels of rigor during instruction that creates an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies.
- Instructional staff will require additional training and instructional support relative to understanding accommodations and differentiated instructional strategies for students with disabilities

**Plan to Monitor Progress Toward the Goal**

Assessment data both informal and formal.

### Person or Persons Responsible
Mathematics coach, mathematics teachers, and administrative team

### Target Dates or Schedule:
August 2013 - ongoing

### Evidence of Completion:
Improvement in progress monitoring data such as topic tests, District Interim Assessments and summative assessment - FCAT 2.0 Mathematics

**G6.** To increase the use of data to drive instruction.

### Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

### Resources Available to Support the Goal
- Mathematics coach
- Manipulatives
- Technology

### Targeted Barriers to Achieving the Goal
- Instructional staff struggles with breaking down data and lack experience in data driven instruction.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, progress monitoring assessment data reports will be reviewed and used to drive targeted instruction as needed.

### Person or Persons Responsible
Mathematics coach and administrative team

### Target Dates or Schedule:
August 2013 - ongoing

### Evidence of Completion:
Formative Assessment – District Interim and Topic Assessments, in-class quizzes and tests. Summative Assessment – Results of the 2014 FCAT 2.0 Mathematics Test.

**G7.** To increase the number of students fluent in basic computational skills needed to meet the fluency requirements of the common core.

### Targets Supported

### Resources Available to Support the Goal
- Mathematics coach
- Technology
- Curriculum support specialist
- Manipulatives

### Targeted Barriers to Achieving the Goal
- Students are lacking the basic computational fluency skills that are needed to meet the fluency requirements of the common core at middle grade levels (procedural and algorithmic fluency).
- There is a need for students to be provided with opportunities to familiarize themselves with the various strategies needed to be successful on CBT's as they will be assessed in this format during the 2013-2014 school year.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, progress monitoring assessment data reports will be reviewed and used to drive targeted instruction as needed.

### Person or Persons Responsible
Mathematics coach and administrative team

### Target Dates or Schedule:
September 2013 - ongoing

### Evidence of Completion:
Formative Assessment – District Interim and Topic Assessments, in-class quizzes and tests. Summative Assessment – Results of the 2014 FCAT 2.0 Mathematics Test.

**G8.** To increase the number of essential labs and give students the opportunity to complete the essential lab reports.

### Targets Supported
- Science - Middle School

### Resources Available to Support the Goal
- Science Coach

- Curriculum Support Specialist

- Lab materials

### Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring FCAT achievement level 3, as noted on the 2013 FCAT 2.0 Science administration was Reporting category 1 – Nature of Science specifically analyzing information to make inferences and predictions. Deficiencies were also noted in the Scientific Thinking/inquiry Cluster. Anticipated barriers include limited infusion of essential lab activities and inadequate essential lab reports completed after labs are conducted.

- Limited evidence of student activities that requires critical thinking skills and students are not given the opportunity to work on rigorous project based activities.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, progress monitoring assessment data reports will be reviewed and used to drive targeted instruction as needed.

### Person or Persons Responsible
Science coach and administrative team

### Target Dates or Schedule:
August 2013 - ongoing

### Evidence of Completion:
Formative Assessment – District Interim and Topic Assessments, in-class quizzes and tests. Summative Assessment – Results of the 2014 FCAT 2.0 Science Test.

**G9.** To reduce the percent of students failing two or more courses from 16% (88) to 15% in the 2013 -2014 school year.

### Targets Supported
- EWS - Middle School

### Resources Available to Support the Goal
- Instructional coaches
- City Year
- Interventionists
- School Counselor
- PBS Coordinator
- Academic Performance Review Committee

### Targeted Barriers to Achieving the Goal
- Limited evidence of systems in place to identify and communicate with parents of students who are failing two or more courses in any subject.

## Plan to Monitor Progress Toward the Goal

Students performance in class and on progress monitoring assessments, other formative assessments, and on summative assessments.

### Person or Persons Responsible
School Counselor and Administrative Team

### Target Dates or Schedule:
September 2013 - ongoing

### Evidence of Completion:
District Interim Test reports and performance on the 2014 FCAT 2.0.

**G10.** To reduce the percent of students who receive two or more behavior referrals from 42% to 41%.

### Targets Supported
- EWS - Middle School

### Resources Available to Support the Goal
- Positive Behavior Support System
- PBS Coordinator
- School Counselor

### Targeted Barriers to Achieving the Goal
- Limited evidence of school-wide behavioral expectation systems in place.

**Plan to Monitor Progress Toward the Goal**

The number of referrals submitted.

### Person or Persons Responsible
PBS Coordinator and administrative team

### Target Dates or Schedule:
August 2013 - June 2014

### Evidence of Completion:
Reduction in the number of referrals submitted.

**G11.** To reduce the percent of students who receive one or more behavioral referral that led to suspension from 42% to 41%.

### Targets Supported
- EWS - Middle School

### Resources Available to Support the Goal
- PBS Coordinator
- PBS System

### Targeted Barriers to Achieving the Goal
- Limited evidence that an alternative to suspension plan was implemented.

**Plan to Monitor Progress Toward the Goal**

Number of suspensions.

### Person or Persons Responsible
PBS Coordinator and administrative team

### Target Dates or Schedule:
August 2013 - June 2014

### Evidence of Completion:
Suspension reports.

**G12.** To increase the the opportunities for students to engage in student accountable talk and opportunities for students to verbally express themselves.

### Targets Supported

### Resources Available to Support the Goal
- Literacy coach
- ETO ELL curriculum support specialist

### Targeted Barriers to Achieving the Goal
- As noted on the administration of the 2013 CELLA, for the percent of students that were proficient in listening/speaking, there is a limited evidence of student accountable talk and opportunities for students to verbally express themselves in the classrooms.
- There is limited evidence of rigor during instructional time in all ESOL classes.
- Limited evidence of differentiated instruction in all ESOL classes.

## Plan to Monitor Progress Toward the Goal

Student work samples and progress monitoring assessment results.

### Person or Persons Responsible
Literacy coach and administrative team

### Target Dates or Schedule:
August 2013 - Ongoing

### Evidence of Completion:
Increase command of the English language in all ESOL classes. Student work samples and lesson plans. Formative assessment results and performance on the 2014 CELLA.

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Teachers will infuse active reading and writing strategies to scaffold understanding of complex text through the use of the Gradual Release of Responsibility Model.

**G1.B1** Lack of understanding of reading strategies

**G1.B1.S1** Align resources and effective, systematic instruction with objectives and benchmarks

### Action Step 1

Implement a professional development during common planning which demonstrates lesson planning to ensure alignment of objectives, benchmarks, resources, and instructional delivery with the use of frameworks and pacing guides.

**Person or Persons Responsible**

Kai Walker (CSS)

**Target Dates or Schedule**

9/24/2013

**Evidence of Completion**

Common planning sign-in and agenda Professional Development Materials (handouts, Powerpoint)

**Facilitator:**

Kai Walker, CSS

**Participants:**

Reading Teachers

**Action Step 2**

Instructional Coach will observe teachers in Language Arts, Reading, Social Studies, Writing, and ELL to determine identified teachers who need further support in aligning resources to benchmark

**Person or Persons Responsible**

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach)

**Target Dates or Schedule**

9/27/2013

**Evidence of Completion**

Common Planning lesson plan Modified instructional framework

**Action Step 3**

Model Bell-to-Bell instruction to demonstrate effective alignment of instructional delivery, objectives, and benchmarks through the framework for teachers that were identified as needing additional support.

**Person or Persons Responsible**

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach)

**Target Dates or Schedule**

10/7/2013

**Evidence of Completion**

Coaching Log Note Making and Note Taking

**Action Step 4**

Debrief between teachers and instructional coaches to determine implementation of aligned resources into lesson plans and instruction.

**Person or Persons Responsible**

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach)

**Target Dates or Schedule**

10/21/2013

**Evidence of Completion**

Coaching Cycle Logs Detailed Lesson Plans

**Action Step 5**

Conduct walkthroughs to monitor implementation of active learning strategies with identified literacy teachers, and develop next steps for teachers in need of additional support.

**Person or Persons Responsible**

Cadian Collman (APC) Uwezo Frazier (P)

**Target Dates or Schedule**

10/28/13

**Evidence of Completion**

Walkthrough Documentation Development of next steps (for teachers in need of additional support)

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

Execution of strategies learned through PD and utilization of correct resources that are clearly aligned to benchmark and objective.

**Person or Persons Responsible**

Administrative Team and Instructional Coaches

**Target Dates or Schedule**

September - Ongoing

**Evidence of Completion**

Lesson Plan and coaching logs

**Plan to Monitor Effectiveness of G1.B1.S1**

In-house progress monitoring assessment data; District Interim assessment data

**Person or Persons Responsible**

Administrative Team and Instructional Coaches

**Target Dates or Schedule**

September -Ongoing

**Evidence of Completion**

Student work samples, lesson plans, and coaching logs

**G1.B1.S2** Utilize data to drive Differentiated Instructional Groups, Activities, and Instruction.

### Action Step 1

Implement a professional development during common planning for LA, Reading, Social Studies and ESOL departments which explains the purpose and practice of using data to drive instruction

#### Person or Persons Responsible

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach) Mr.Penberthy (CSS) Ms. Kai Walker (CSS)

#### Target Dates or Schedule

10/25/2013

#### Evidence of Completion

Common planning sign-in and agenda Professional Development Materials (handouts, Powerpoint)

#### Facilitator:

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach) Mr.Penberthy (CSS) Ms. Kai Walker (CSS)

#### Participants:

Literacy Teachers

### Action Step 2

Conduct walkthrough to identify teachers in need of additional support with data-driven instruction and the implementation of data-driven groups to ensure collaborative learning and teacher-led stations.

#### Person or Persons Responsible

Uwezo Frazier (P) Cadian Collman (APC)

#### Target Dates or Schedule

10/28/2013

#### Evidence of Completion

Walkthrough documentation List of Identified Teachers

**Action Step 3**

Assist identified teachers in creating data-driven groups in each class, and in creating lessons that target specific benchmarks using data.

### Person or Persons Responsible

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach)

### Target Dates or Schedule

10/28/2013

### Evidence of Completion

Coaching Logs Documentation of Student Groupings

**Action Step 4**

Observe identified teachers to monitor the implementation of data-driven instruction in classrooms, and debrief regarding next steps.

### Person or Persons Responsible

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach)

### Target Dates or Schedule

10/15/2013

### Evidence of Completion

Coaching Logs Note-Taking/Note-Making Documentation Documentation of next steps (for teachers in need of additional support)

**Action Step 5**

Conduct walkthroughs to monitor implementation of data-driven instruction with identified literacy teachers, and determine next steps for teachers in need of additional support.

### Person or Persons Responsible

Uwezo Frazier (P) Cadian Collman (APC)

### Target Dates or Schedule

10/28/2013

### Evidence of Completion

Walkthrough Documentation Development of next steps (for teachers in need of additional support)

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

In class instruction during Di to ensure teacher utilization of data to drive DI groups, activities, and instruction.

### Person or Persons Responsible

Administrative Team and Literacy Coaches

### Target Dates or Schedule

September - Ongoing

### Evidence of Completion

Lesson Plans; Data Binder; Data driven student activities; student work samples

**Plan to Monitor Effectiveness of G1.B1.S2**

In house progress monitoring data; data from District interim and Topic Assessments

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule

September - Ongoing

### Evidence of Completion

Student work samples

**G1.B1.S3** Identify observational teachers in Language Arts, Social Studies, Reading, and ELL Departments to be observed through peer reviews to model effective implementation of specific components of bell to bell instruction.

### Action Step 1

Conduct walkthroughs to identify observational teachers for peer reviews. • Teachers should be observational in specific focus (i.e. writing process)

### Person or Persons Responsible

Uwezo Frazier (P) Cadian Collman (APC)

### Target Dates or Schedule

9/26/2013

### Evidence of Completion

Walkthrough documentation Identified observational teachers

**Action Step 2**

Conduct Walkthrough to identify teachers in need of additional support in specific instructional components or strategies. • Instructional components or strategies should align with 'observational' focus of teachers identified in step one.

### Person or Persons Responsible

Uwezo Frazier (P) Cadian Collman (APC)

### Target Dates or Schedule

9/26/2013

### Evidence of Completion

Walkthrough documentation Documentation of teachers that will participate in peer review.

**Action Step 3**

Conduct a Professional Development through CP that explains the purpose of peer review and delineates roles for each reviewer. Instructional Coach will transfer knowledge of note-taking/note-making strategy to peer review participants. APC will be present to address concerns, and to convey expectation that teachers will find 2 strategies/components to implement in their classrooms.

### Person or Persons Responsible

Michelle Dorval (Ins. Coach) Micheka Fleurissaint (Ins. Coach) Cadian Collman (APC)

### Target Dates or Schedule

10/28/2013

### Evidence of Completion

Common Planning Agenda & Sign-in PD materials (handouts, PPT) Documentation of Reviews' Roles

### Facilitator:

Michelle Dorval (Ins. Coach) Micheka Fleurissaint (Ins. Coach) Cadian Collman (APC)

### Participants:

Literacy Teachers

**Action Step 4**

Set date for peer review and provide substitute coverage for participants if review does not align with CP.

### Person or Persons Responsible

Uwezo Frazier (P) Cadian Collman (APC)

### Target Dates or Schedule

10/28/2013

### Evidence of Completion

Date for Peer Review Documentation of sub coverage

## Plan to Monitor Fidelity of Implementation of G1.B1.S3

In-class instruction for evidence of knowledge transfer of best practices and strategies observed during peer observation.

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule

September - Ongoing

### Evidence of Completion

Lesson Plans

## Plan to Monitor Effectiveness of G1.B1.S3

Data from in-house progress monitoring assessments; data from District Interim and Topic assessments

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule

September - Ongoing

### Evidence of Completion

Lesson Plans, student work sample, coaching logs

**G1.B1.S4** Implement the writing process (pre-writing and drafting) through the Creative Writing classes and infuse creative approaches to writing through both Creative Writing and literacy classes.

### Action Step 1

Conduct walkthrough to gauge current delivery of the writing process in 8th grade Creative Writing classrooms and the infusion of writing through literacy.

**Person or Persons Responsible**

Mr. Telio Gutierrez (CSS) Mrs. Cadian Collman (APC)

**Target Dates or Schedule**

9/16/13

**Evidence of Completion**

Instructional Review Documentation

### Action Step 2

Conduct a professional development for 8th Grade Creative Writing on the writing process with a specific focus on pre-writing and drafting as well as infusing creative approaches to writing in literacy classes.

**Person or Persons Responsible**

Mr. Telio Gutierrez (CSS) Ms. Michelle Dorval (Lit. Coach)

**Target Dates or Schedule**

9/26/13

**Evidence of Completion**

PD materials (handouts, PowerPoint)

**Facilitator:**

Mr. Telio Gutierrez (CSS) Ms. Michelle Dorval (Lit. Coach)

**Participants:**

Literacy teachers

**Action Step 3**

Instructional coach will model the implementation of the pre-writing and drafting process to writing teachers as well as infusing creative approaches to writing in the classroom

**Person or Persons Responsible**

Ms. Michelle Dorval (Lit. Coach)

**Target Dates or Schedule**

10/4/13

**Evidence of Completion**

Coaching Log

**Action Step 4**

Instructional coach will assist teachers in implementation of pre-writing and drafting process into lesson plans as well as creative approaches to writing.

**Person or Persons Responsible**

Ms. Michelle Dorval (Lit. Coach)

**Target Dates or Schedule**

10/11/13

**Evidence of Completion**

Common Planning Sign-in & Agenda Detailed lesson plan

**Action Step 5**

Instructional coach will conduct observations of the writing process as well as evidence of creative approaches to writing across the curriculum and provide feedback.

**Person or Persons Responsible**

Ms. Michelle Dorval (Lit. Coach)

**Target Dates or Schedule**

10/18/13

**Evidence of Completion**

Coaching Log

**Action Step 6**

Conduct walkthrough to monitor implementation of the pre-writing and drafting process as well as creative approaches to writing in Creative Writing class and across the curriculum.

**Person or Persons Responsible**

Mrs. Cadian Collman (APC)

**Target Dates or Schedule**

10/25/13

**Evidence of Completion**

Walkthrough Documentation Documentation of next steps (for teachers in need of additional support)

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Instruction in Creative Writing and Literacy Classes for evidence of creative approaches to writing.

**Person or Persons Responsible**

Administrative Team and Instructional Coaches

**Target Dates or Schedule**

September - Ongoing

**Evidence of Completion**

Lesson Plans, Student work samples

**Plan to Monitor Effectiveness of G1.B1.S4**

in-house progress monitoring assessments; District Interim and Topic assessments.

**Person or Persons Responsible**

Administrative Team Instructional Coaches

**Target Dates or Schedule**

September - Ongoing

**Evidence of Completion**

Lesson Plans, Coaching logs, PD sign-in sheets and agendas; student work samples

**G1.B2** Lack of systematic classroom management techniques

**G1.B2.S1** Implement school-wide systematic classroom management techniques.

### Action Step 1

Implement a PBS system

**Person or Persons Responsible**

PBS Coach

**Target Dates or Schedule**

September - Ongoing

**Evidence of Completion**

Data from PBS system

### Action Step 2

Provide professional development on classroom management strategies

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

September

**Evidence of Completion**

PD Sign-in sheets and agenda

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

Classroom walkthroughs to monitor use of PBS system and implementation of classroom management strategies provided during the PD.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

September -Ongoing

**Evidence of Completion**

Walkthrough Documentation

**Plan to Monitor Effectiveness of G1.B2.S1**

Data from PBS system

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

September - Ongoing

### Evidence of Completion

Data from PBS system

**G2.** Our goal is to heighten stem awareness in our school and community through the development and infusion of STEM based activities such as integrated curriculum, common planning, and capacity building.

**G2.B1** Some instructional staff may not be comfortable with STEM.

**G2.B1.S1** Collaboratively create STEM based school-wide activities for our students.

### Action Step 1

Provide professional learning communities focused on collaborating and strategizing to create STEM based school-wide activities for our students. For example, Science Fair, Math Counts Competition, and Projects for display at the Miami Dade county fair.

### Person or Persons Responsible

All content area teachers

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

PLC agendas and sign-in sheets. STEM project artifacts, field trip forms.

### Facilitator:

Mathematics and Science Coaches

### Participants:

All content area teachers

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

STEM based activities and projects assigned in classes.

### Person or Persons Responsible

Mathematics coach, Science coach, and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Artifacts and end products.

**Plan to Monitor Effectiveness of G2.B1.S1**

The purpose and real-world connection for each STEM based assignment is explicitly stated and understood. Student engagement while working on STEM related projects.

### Person or Persons Responsible

Mathematics coach, Science coach, and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Student work samples.

**G3.** Students will gain an understanding of business and industry requirements and certification. Students will have a better understanding and appreciation of the future opportunities available and a plan for how to acquire the skills necessary to take advan

**G3.B1** Students lack basic technology skills due to limited availability of technological resources at home. There is limited evidence of students having exposure to and experience in project-based learning.

**G3.B1.S1** Increase rigor and real-world applications through Project Based Learning.

### Action Step 1

Promote the use of Discovery Learning, interactive boards, online software for industry certification in the CTE classroom.

**Person or Persons Responsible**

CTE Instructor and administrative team

**Target Dates or Schedule**

August 2013 - ongong

**Evidence of Completion**

Software installation.

### Action Step 2

Ensure that all ICE testing takes place by January, 2014

**Person or Persons Responsible**

CTE instructor and administrative team

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Number of students tested.

**Action Step 3**

Purchase the Adobe site License for 2013-2014.

### Person or Persons Responsible

CTE Instructor and Administrative Team

### Target Dates or Schedule

September 2013

### Evidence of Completion

Installation of the Adobe site License.

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

Students in CTE classes are given the opportunity to complete project-based activities on the computer daily. Review lesson plans.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

September 2013 - ongoing

### Evidence of Completion

Student work samples and lesson plans.

## Plan to Monitor Effectiveness of G3.B1.S1

Project Based Activities learning outcomes

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

September 2013 - ongoing

### Evidence of Completion

Completion of projects that exhibits e innovative and creative thinking.

**G4.** Title 1 School - See PIP

**G4.B1** Title 1 School - See PIP

**G4.B1.S1** Title 1 School - See PIP

### Action Step 1

Updating and maintaining the Parent computer stations in the Parent Resource Center.

**Person or Persons Responsible**

Title 1 School - See PIP

**Target Dates or Schedule**

Title 1 School - See PIP

**Evidence of Completion**

Title 1 School - See PIP

### Action Step 2

Provide incentives for parent participation in workshop and PTSA

**Person or Persons Responsible**

Title 1 School - See PIP

**Target Dates or Schedule**

Title 1 School - See PIP

**Evidence of Completion**

Title 1 School - See PIP

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

Title 1 School - See PIP

**Person or Persons Responsible**

Title 1 School - See PIP

**Target Dates or Schedule**

Title 1 School - See PIP

**Evidence of Completion**

Title 1 School - See PIP

**Plan to Monitor Effectiveness of G4.B1.S1**

Title 1 School - See PIP

### Person or Persons Responsible

Title 1 School - See PIP

### Target Dates or Schedule

Title 1 School - See PIP

### Evidence of Completion

Title 1 School - See PIP

**G5.** Increase the level of rigor during instruction to create an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies.

**G5.B1** There is limited evidence of high levels of rigor during instruction that creates an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies.

**G5.B1.S1** Implement and monitor a plan to use higher complexity questioning strategies to promote critical and creative thinking for a deeper understanding of the content.

### Action Step 1

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

#### Person or Persons Responsible

Mathematics coach and administrative team

#### Target Dates or Schedule

August 2013 - Ongoing

#### Evidence of Completion

Common planning agendas and sign-in sheets, lesson plans.

**Action Step 2**

During common planning, teachers will development higher order thinking questions and the Mathematics Coach will model the effective techniques for probing and encouraging student accountable talk and discourse

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

August 2013 - June 2014

**Evidence of Completion**

Common planning agendas and sign-in sheets, lesson plans.

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

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

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

August 2013 - Ongoing

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of G5.B1.S1**

In-class instructions for evidence HOT strategies and questions. Lesson plans for evidence of HOT essential questions. Observe students apply critical thinking skills to solve complex problems.

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

August 2013 - Ongoing

**Evidence of Completion**

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

**G5.B2** Instructional staff will require additional training and instructional support relative to understanding accommodations and differentiated instructional strategies for students with disabilities

**G5.B2.S1** Implement a process for assisting teachers with nderstanding accommodations and differentiated instructional strategies for students with disabilities.

### Action Step 1

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

#### Person or Persons Responsible

SPED chairperson, Mathematics coach, administrative team

#### Target Dates or Schedule

August 2013 - ongoing

#### Evidence of Completion

Professional development agendas, sign-in sheets, and hand-outs.

### Action Step 2

During common planning, the Mathematics Coach will ensure specified accommodations are identified and implemented with fidelity in lesson plans and during instruction in an attempt to eliminate student deficiencies.

#### Person or Persons Responsible

Mathematics coach and administrative team

#### Target Dates or Schedule

August 2013 - Ongoing

#### Evidence of Completion

Common planning agendas and sign-in sheets. Common planning end products. Coaching calendar and logs.

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

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

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

August 2013 - Ongoing

### Evidence of Completion

Student work folders. Lesson plans and data binder.

**Plan to Monitor Effectiveness of G5.B2.S1**

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

### Person or Persons Responsible

Mathematics coach and administrative team .

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Lesson plans, student work folders and mathematics grades.

**G6.** To increase the use of data to drive instruction.

**G6.B1** Instructional staff struggles with breaking down data and lack experience in data driven instruction.

**G6.B1.S1** Create a data driven mathematics department culture.

### Action Step 1

Engage administration, instructional coaches, mathematics teachers, and students in the debriefing process by developing teacher data binders, student data-chat folders or binders and individually meeting with students to discuss strengths and deficiencies from each assessment. Utilize assessment data to set achievable goals.

**Person or Persons Responsible**

Mathematics coach, mathematics teachers, administrators

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Data binder; student data tracking charts in journals; class goals

### Action Step 2

Actively model differentiated instructional strategies by utilizing assessment data to establish and provide remediation, maintenance, and enrichment groups to be targeted by interventionists using the push-in model

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Interventionist logs; coaches calendar and logs; data binder, lesson plans.

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

Utilization of data to drive instructions

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Differentiated instruction; student work; lesson plans.

**Plan to Monitor Effectiveness of G6.B1.S1**

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

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

August 2013- ongoing

### Evidence of Completion

Student work, lesson plans for evidence of data utilization to drive planning and design activities for students.

**G6.B1.S2** Address student specific deficiencies through differentiated instruction and provide enrichment opportunities for students.

### Action Step 1

Infuse differentiated instructional strategies by utilizing assessment data to establish and provide remediation, maintenance, and enrichment groups to be targeted by interventionists using the push-in model

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Lesson plans, intervention logs, data binders, student work samples.

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

Conduct classroom walkthroughs for evidence of differentiated instruction; attend common planning, review lesson plans.

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Common planning agendas and sign-in sheets; coaches logs and calendars; data binder; student work samples.

**Plan to Monitor Effectiveness of G6.B1.S2**

Student engagement and ability to complete complex tasks within group and independent settings.

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Student work and corrective feedback, lesson plans.

**G7.** To increase the number of students fluent in basic computational skills needed to meet the fluency requirements of the common core.

**G7.B1** Students are lacking the basic computational fluency skills that are needed to meet the fluency requirements of the common core at middle grade levels (procedural and algorithmic fluency).

**G7.B1.S1** The math coach and teachers will implement an instructional framework that will include a fluency component that will be monitored and tracked, with an embedded intervention program, to ensure fluency development.

### Action Step 1

Provide a professional development on common core standards that focuses on the expectation and needs of fluency at the middle grades level.

**Person or Persons Responsible**

Mathematics Teachers

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Professional development sign-in sheet

**Facilitator:**

Mathematics coach and Mrs. Collman, Assistant Principal

**Participants:**

Mathematics Teachers

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

Utilization of the developed instructional framework.

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

September 2013 - ongoing

**Evidence of Completion**

Intervention schedules and logs; lesson plans

**Plan to Monitor Effectiveness of G7.B1.S1**

Observe students during math minute and during independent practice,

### Person or Persons Responsible

Mathematics coach and administrative team

### Target Dates or Schedule

September 2013 - ongoing

### Evidence of Completion

Lesson plans, student work samples, and intervention logs and sign-in sheets; coaches logs and calendars.

**G7.B2** There is a need for students to be provided with opportunities to familiarize themselves with the various strategies needed to be successful on CBT's as they will be assessed in this format during the 2013-2014 school year.

**G7.B2.S1** The math coach and teacher will provide mini-assessments in a CBT format (using Edusoft) to generate data within topics and provide additional opportunities for students to practice assessments administered on the computer.

### Action Step 1

Provide professional development on strategies that can be employed during testing to assist students with becoming acclimated with the CBT format. Moreover, teachers will be expected to turnkey the information and provides students opportunities to practice them in real time.

### Person or Persons Responsible

Mathematics Teachers

### Target Dates or Schedule

August 2013 - June 2014

### Evidence of Completion

Professional development agendas and sign-in sheets.

### Facilitator:

Mathematics coach

### Participants:

Mathematics Teachers

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

Use of computer labs and CBT formatted mini-assessments.

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

August 2013 - June 2014

**Evidence of Completion**

Computer lab schedules and lab usage sign-in sheets.; mini-assessments

**Plan to Monitor Effectiveness of G7.B2.S1**

Student performance on the CBT mini-assessments

**Person or Persons Responsible**

Mathematics coach and administrative team

**Target Dates or Schedule**

August 2013 - June 2014

**Evidence of Completion**

Data from the CBT formatted mini-assessments

**G8.** To increase the number of essential labs and give students the opportunity to complete the essential lab reports.

**G8.B1** The area of deficiency for students scoring FCAT achievement level 3, as noted on the 2013 FCAT 2.0 Science administration was Reporting category 1 – Nature of Science specifically analyzing information to make inferences and predictions. Deficiencies were also noted in the Scientific Thinking/inquiry Cluster. Anticipated barriers include limited infusion of essential lab activities and inadequate essential lab reports completed after labs are conducted.

**G8.B1.S1** Incorporate essential labs to encourage scientific thinking through the use of lab reports.

### Action Step 1

Actively model essential lab activities with emphasis on the write-up process.

#### Person or Persons Responsible

Science Coach, Curriculum Support Specialist and administrative team

#### Target Dates or Schedule

August 2013 - ongoing

#### Evidence of Completion

Coaching logs and calendars. Lesson plans.

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

Science classes to ensure that essential labs are completed on time and students are given ample time and opportunities to complete their lab reports.

#### Person or Persons Responsible

Science coach and administrative team

#### Target Dates or Schedule

August 2013 - ongoing

#### Evidence of Completion

Student science journals, depletion of lab essential lab materials and department-wide lab report. Lesson plans.

**Plan to Monitor Effectiveness of G8.B1.S1**

Through focused walkthroughs we monitor the implementation of essential labs and the process implemented to ensure students complete the labs and the associated reports.

### Person or Persons Responsible

Science coach and administrative team

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Student lab reports in science journals that shows improvements over time relative to how the lab report is done (completeness and accuracy).

**G8.B2** Limited evidence of student activities that requires critical thinking skills and students are not given the opportunity to work on rigorous project based activities.

**G8.B2.S1** Implement the Claim-Evidence-Reasoning strategy as the Lab Conclusion so that students can improve their inquiry skills and learn to support their claim with evidence from the lab and relate it to the current Benchmark topic.

### Action Step 1

Train teachers through an ETO PD and common planning about how to implement the Claim-Evidence-Reasoning strategy so that execution and delivery to the students is exceptional.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

August 2013 - ongoing

### Evidence of Completion

Professional development sign-in sheet and agenda.Common planning sign-in sheets and agendas.

**Action Step 2**

Conduct a lesson study focused around the Claim-Evidence-Reasoning Conclusion strategy so that teachers can build and observe a collaborative lesson in order to improve their execution

**Person or Persons Responsible**

Science coach and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Lesson study agenda, recordings, and sign-in sheets

**Action Step 3**

Provide professional development on the instructional technologies such as Gizmos, Florida Achieves FOCUS, etc. to enhance and remediate students' conceptual understanding of topics being addressed.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Professional development agendas and sign-in sheets. Instructional technology usage reports.

**Facilitator:**

Science coach

**Participants:**

Science Teachers

**Action Step 4**

Reward students for academic growth in science across assessments.

**Person or Persons Responsible**

Science coach and administrative team

**Target Dates or Schedule**

August 2013 -ongoing

**Evidence of Completion**

Data Reports

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

That claim-evidence -reasoning strategy as the lab conclusion is implemented in all science classes.

**Person or Persons Responsible**

Science coach and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Lesson plans and students' completed lab reports.

## Plan to Monitor Effectiveness of G8.B2.S1

Student lab reports and lesson plans for evidence of claim-evidence-reasoning strategies as the lab conclusion.

**Person or Persons Responsible**

Science coach and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Improvement in students inquiry skills and strong support of their claims with evidence from the lab in their completed lab reports for each tested benchmark.

**G9.** To reduce the percent of students failing two or more courses from 16% (88) to 15% in the 2013 -2014 school year.

**G9.B1** Limited evidence of systems in place to identify and communicate with parents of students who are failing two or more courses in any subject.

**G9.B1.S1** Establish a system of notifying and communicating with parents and students about their weak academic performance in identified courses and propose options that can help the student improve his or her grades.

### Action Step 1

Quarterly formal parent meetings with administrative team and school counselor for students that are at risk of failing two o more courses.

**Person or Persons Responsible**

School Counselor and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Parent sign-in sheets and acknowledgment signatures.

### Action Step 2

Offer after-school tutoring to address specific deficiencies.

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Action Step 3**

Offer incentives for participating in after-school tutoring and academic growth on formative assessments

### Person or Persons Responsible

All Star Coordinator and administrative staff

### Target Dates or Schedule

September 2013 - ongoing

### Evidence of Completion

After-school attendance rosters and student work.

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

After-school tutorial and parent meetings for students at risk of failing two or more courses.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

September 2013 - ongoing

### Evidence of Completion

After-school tutorial attendance sheets, parent meeting sign-in sheets.

## Plan to Monitor Effectiveness of G9.B1.S1

Student academic grades in all courses.

### Person or Persons Responsible

School Counselor and Administrative Team

### Target Dates or Schedule

September 2013 - ongoing

### Evidence of Completion

Students report cards.

**G10.** To reduce the percent of students who receive two or more behavior referrals from 42% to 41%.

**G10.B1** Limited evidence of school-wide behavioral expectation systems in place.

**G10.B1.S1** Implement a school-wide progress discipline plan.

### Action Step 1

Collaboratively create a school-wide progress discipline plan.

**Person or Persons Responsible**

PBS Coordinator and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

School-wide progress discipline plan.

### Action Step 2

Train the faculty and staff on effective implementation of the progressive discipline plan at opening of school meeting.

**Person or Persons Responsible**

PBS Coordinator and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Opening of school meeting agenda and sign-in sheet.

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

Number of referrals

**Person or Persons Responsible**

PBS Coordinator and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Reduction in the number of referrals submitted.

**Plan to Monitor Effectiveness of G10.B1.S1**

Evaluate the number of referrals submitted by faculty member and teacher, then work to support the identified faculty and staff in implementing the progressive discipline plan.

**Person or Persons Responsible**

PBS Coordinator and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Number of referrals submitted.

**G11.** To reduce the percent of students who receive one or more behavioral referral that led to suspension from 42% to 41%.

**G11.B1** Limited evidence that an alternative to suspension plan was implemented.

**G11.B1.S1** Implement an alternative to suspension plan.

**Action Step 1**

Develop and implement an alternative to suspension plan

**Person or Persons Responsible**

PBS Coordinator and administrative team

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Alternative to suspension plan

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

Use of alternative suspension strategies for infractions.

**Person or Persons Responsible**

PBS Coordinator and administrative team

**Target Dates or Schedule**

August 2013 - June 2014

**Evidence of Completion**

Reduction in suspensions.

**Plan to Monitor Effectiveness of G11.B1.S1**

Improvement in student behavior and reduction in suspensions

### Person or Persons Responsible

PBS Coordinator and administrative team

### Target Dates or Schedule

August 2013 - June 2014

### Evidence of Completion

Suspension reports (SWISS and SCM).

**G11.B1.S2** Use the alternative to suspension plan on a consistent basis.

### Action Step 1

PBS Coordinator will re-visit the alternative to suspension plan and utilize the plan more consistently.

### Person or Persons Responsible

PBS Coordinator

### Target Dates or Schedule

March 2014- June 2014

### Evidence of Completion

Reduction in the number of behavioral referrals that lead to suspension for the remainder of the school year.

**Plan to Monitor Fidelity of Implementation of G11.B1.S2**

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**Plan to Monitor Effectiveness of G11.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G12.** To increase the the opportunities for students to engage in student accountable talk and opportunities for students to verbally express themselves.

**G12.B1** As noted on the administration of the 2013 CELLA, for the percent of students that were proficient in listening/speaking, there is a limited evidence of student accountable talk and opportunities for students to verbally express themselves in the classrooms.

**G12.B1.S1** Increase students accountable talk in the class such as Think-Write-Pair-Share and Turn-and-Talk strategies

**Action Step 1**

Provide professional development and active coaching on students' interactive strategies and techniques for probing an encouraging student accountable talk and discourse.

**Person or Persons Responsible**

ESOL Teachers

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Professional development agendas, sign-in sheets, and lesson plans.

**Facilitator:**

Literacy Coach

**Participants:**

ESOL Teachers

**Plan to Monitor Fidelity of Implementation of G12.B1.S1**

During classroom walkthroughs to see evidence of student accountable talk. Lesson plans will also be evaluated.

**Person or Persons Responsible**

Literacy coach and administrative team

**Target Dates or Schedule**

August 2013 - June 2014

**Evidence of Completion**

Lesson plans, coaching calendar and logs.

**Plan to Monitor Effectiveness of G12.B1.S1**

During classroom walkthroughs we will monitor and observe students' comfort level relative to using accountable talk strategies such as turn and talk to each other in English.

**Person or Persons Responsible**

Literacy coach and administrative team

**Target Dates or Schedule**

August 2013 - Ongoing

**Evidence of Completion**

Lesson plans, student work samples.

**G12.B2** There is limited evidence of rigor during instructional time in all ESOL classes.

**G12.B2.S1** Plan for and implement more explicit and rigorous learning activities in all ESOL classes.

**Action Step 1**

Conduct lesson study on the use higher complexity questioning strategies to promote critical and creative thinking for a deeper understanding of the content.

**Person or Persons Responsible**

Literacy coach, ESOL teachers, and administrative team

**Target Dates or Schedule**

August 2013 - June 2014

**Evidence of Completion**

Lesson study agendas and sign-in sheets.

**Action Step 2**

During common planning, teachers will development higher order thinking questions.

### Person or Persons Responsible

Literacy coach and ESOL teachers

### Target Dates or Schedule

August 2013 - June 2014

### Evidence of Completion

Essential question used in class. Lesson Plans, common planning agendas and sign-in sheets.

## Plan to Monitor Fidelity of Implementation of G12.B2.S1

Lesson plans and the essential question at higher DOK levels.

### Person or Persons Responsible

Literacy coach and administrative team

### Target Dates or Schedule

August 2013 - June 2014

### Evidence of Completion

Student work samples.

## Plan to Monitor Effectiveness of G12.B2.S1

Conduct classroom walkthroughs and observe students speaking and responding to higher order questions in English.

### Person or Persons Responsible

Literacy coach and administrative team

### Target Dates or Schedule

August 2013 - June 2014

### Evidence of Completion

Lesson plans; student work folders that shows the progression of an objective from DOK level 1 through 4 with students completing the activities (teacher feedback).

**G12.B3** Limited evidence of differentiated instruction in all ESOL classes.

**G12.B3.S1** Address all four modalities of language acquisition through differentiated instruction.

### Action Step 1

Provide weekly opportunities for listening and speaking activities that utilizes listening centers (with headphones), turn and talk sessions, ESL-Lab with a focus on CELLA connections.

**Person or Persons Responsible**

ESOL Teacher and Literacy coach

**Target Dates or Schedule**

August 2013 - ongoing

**Evidence of Completion**

Lesson plans

### Action Step 2

Provide active coaching on using differentiated instruction to address all four modalities of language acquisition.

**Person or Persons Responsible**

Literacy coach

**Target Dates or Schedule**

August 2013 - Ongoing

**Evidence of Completion**

Coaching logs and calendars. Lesson plans.

### Plan to Monitor Fidelity of Implementation of G12.B3.S1

Conduct walkthroughs during DI to ensure that students are given the opportunity to utilize listening centers.

**Person or Persons Responsible**

Literacy coach and administrative team

**Target Dates or Schedule**

August 2013 - Ongoing

**Evidence of Completion**

Lesson plans

**Plan to Monitor Effectiveness of G12.B3.S1**

Student work samples and instructional delivery.

### Person or Persons Responsible

Literacy coach and administrative team

### Target Dates or Schedule

August 2013 - June 2014

### Evidence of Completion

Lesson plans, student work samples.

## Coordination and Integration

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

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

Title I, Part A
Madison Middle School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school) for all students inclusive of English Language Learners (ELL) and Students with Disabilities (SWD). The district coordinates with Title II and Title III to ensure staff development needs are provided and support services to students, respectively. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the
Title I, Part C, Migrant Education Program.
Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District's drop-out Prevention program.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Madison Middle School will utilize available Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing:
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL content area teachers
• Offering extended learning opportunities (After-School and Saturdays) to English Language Learners.
Title VI, Part B - NA
Title X- Homeless
Madison Middle School is serviced by The Homeless Assistance Program (Project Upstart, Homeless Children & Youth Program), which seeks to ensure a successful educational experience for homeless children by collaborating with parents, school, and the community
Supplemental Academic Instruction (SAI)
Madison Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Madison Middle School offers a non-violence and anti-drug program to students through curriculum implementation, facilitated by classroom teachers and the TRUST counselor. The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

Nutrition Programs

• Madison Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

• Nutrition education, as per state status, is taught through physical education.

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

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Madison Middle School will complete academic programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Madison Middle School partners with DiplomasNow (City Year) to provide mentorship programs for qualifying students leading to 4 year postsecondary scholarships at universities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certification.

Students complete an Electronic Personal Education Planner (EPEP) to map out their goals and courses for their Major Area of Interest (MAI).

Job Training

N/A

Other

Madison Middle School involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Academy resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services. Madison Middle School will work to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Madison Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, the Title I School Improvement Grant/Fund provides support funding and assistance to Differentiated Accountability schools on an as needed basis. During the 2013-2014 school year. Madison Middle School will conduct informal surveys and assessments to determine the specific needs of parents. Additionally, workshops will be scheduled through the school's Title I Parent Academy.

## 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.** Teachers will infuse active reading and writing strategies to scaffold understanding of complex text through the use of the Gradual Release of Responsibility Model.

**G1.B1** Lack of understanding of reading strategies

**G1.B1.S1** Align resources and effective, systematic instruction with objectives and benchmarks

### PD Opportunity 1

Implement a professional development during common planning which demonstrates lesson planning to ensure alignment of objectives, benchmarks, resources, and instructional delivery with the use of frameworks and pacing guides.

**Facilitator**

Kai Walker, CSS

**Participants**

Reading Teachers

**Target Dates or Schedule**

9/24/2013

**Evidence of Completion**

Common planning sign-in and agenda Professional Development Materials (handouts, Powerpoint)

**G1.B1.S2** Utilize data to drive Differentiated Instructional Groups, Activities, and Instruction.

### PD Opportunity 1

Implement a professional development during common planning for LA, Reading, Social Studies and ESOL departments which explains the purpose and practice of using data to drive instruction

#### Facilitator

Micheka Fleurissaint (Ins. Coach) Michelle Dorval (Ins. Coach) Mr.Penberthy (CSS) Ms. Kai Walker (CSS)

#### Participants

Literacy Teachers

#### Target Dates or Schedule

10/25/2013

#### Evidence of Completion

Common planning sign-in and agenda Professional Development Materials (handouts, Powerpoint)

**G1.B1.S3** Identify observational teachers in Language Arts, Social Studies, Reading, and ELL Departments to be observed through peer reviews to model effective implementation of specific components of bell to bell instruction.

### PD Opportunity 1

Conduct a Professional Development through CP that explains the purpose of peer review and delineates roles for each reviewer. Instructional Coach will transfer knowledge of note-taking/note-making strategy to peer review participants. APC will be present to address concerns, and to convey expectation that teachers will find 2 strategies/components to implement in their classrooms.

#### Facilitator

Michelle Dorval (Ins. Coach) Micheka Fleurissaint (Ins. Coach) Cadian Collman (APC)

#### Participants

Literacy Teachers

#### Target Dates or Schedule

10/28/2013

#### Evidence of Completion

Common Planning Agenda & Sign-in PD materials (handouts, PPT) Documentation of Reviews' Roles

**G1.B1.S4** Implement the writing process (pre-writing and drafting) through the Creative Writing classes and infuse creative approaches to writing through both Creative Writing and literacy classes.

### PD Opportunity 1

Conduct a professional development for 8th Grade Creative Writing on the writing process with a specific focus on pre-writing and drafting as well as infusing creative approaches to writing in literacy classes.

#### Facilitator

Mr. Telio Gutierrez (CSS) Ms. Michelle Dorval (Lit. Coach)

#### Participants

Literacy teachers

#### Target Dates or Schedule

9/26/13

#### Evidence of Completion

PD materials (handouts, PowerPoint)

**G2.** Our goal is to heighten stem awareness in our school and community through the development and infusion of STEM based activities such as integrated curriculum, common planning, and capacity building.

**G2.B1** Some instructional staff may not be comfortable with STEM.

**G2.B1.S1** Collaboratively create STEM based school-wide activities for our students.

### PD Opportunity 1

Provide professional learning communities focused on collaborating and strategizing to create STEM based school-wide activities for our students. For example, Science Fair, Math Counts Competition, and Projects for display at the Miami Dade county fair.

#### Facilitator

Mathematics and Science Coaches

#### Participants

All content area teachers

#### Target Dates or Schedule

August 2013 - ongoing

#### Evidence of Completion

PLC agendas and sign-in sheets. STEM project artifacts, field trip forms.

**G7.** To increase the number of students fluent in basic computational skills needed to meet the fluency requirements of the common core.

**G7.B1** Students are lacking the basic computational fluency skills that are needed to meet the fluency requirements of the common core at middle grade levels (procedural and algorithmic fluency).

**G7.B1.S1** The math coach and teachers will implement an instructional framework that will include a fluency component that will be monitored and tracked, with an embedded intervention program, to ensure fluency development.

### PD Opportunity 1

Provide a professional development on common core standards that focuses on the expectation and needs of fluency at the middle grades level.

#### Facilitator

Mathematics coach and Mrs. Collman, Assistant Principal

#### Participants

Mathematics Teachers

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Professional development sign-in sheet

**G7.B2** There is a need for students to be provided with opportunities to familiarize themselves with the various strategies needed to be successful on CBT's as they will be assessed in this format during the 2013-2014 school year.

**G7.B2.S1** The math coach and teacher will provide mini-assessments in a CBT format (using Edusoft) to generate data within topics and provide additional opportunities for students to practice assessments administered on the computer.

### PD Opportunity 1

Provide professional development on strategies that can be employed during testing to assist students with becoming acclimated with the CBT format. Moreover, teachers will be expected to turnkey the information and provides students opportunities to practice them in real time.

#### Facilitator

Mathematics coach

#### Participants

Mathematics Teachers

#### Target Dates or Schedule

August 2013 - June 2014

#### Evidence of Completion

Professional development agendas and sign-in sheets.

**G8.** To increase the number of essential labs and give students the opportunity to complete the essential lab reports.

**G8.B2** Limited evidence of student activities that requires critical thinking skills and students are not given the opportunity to work on rigorous project based activities.

**G8.B2.S1** Implement the Claim-Evidence-Reasoning strategy as the Lab Conclusion so that students can improve their inquiry skills and learn to support their claim with evidence from the lab and relate it to the current Benchmark topic.

### PD Opportunity 1

Provide professional development on the instructional technologies such as Gizmos, Florida Achieves FOCUS, etc. to enhance and remediate students' conceptual understanding of topics being addressed.

#### Facilitator

Science coach

#### Participants

Science Teachers

#### Target Dates or Schedule

August 2013 - ongoing

#### Evidence of Completion

Professional development agendas and sign-in sheets. Instructional technology usage reports.

**G12.** To increase the the opportunities for students to engage in student accountable talk and opportunities for students to verbally express themselves.

**G12.B1** As noted on the administration of the 2013 CELLA, for the percent of students that were proficient in listening/speaking, there is a limited evidence of student accountable talk and opportunities for students to verbally express themselves in the classrooms.

**G12.B1.S1** Increase students accountable talk in the class such as Think-Write-Pair-Share and Turn-and-Talk strategies

### PD Opportunity 1

Provide professional development and active coaching on students' interactive strategies and techniques for probing an encouraging student accountable talk and discourse.

#### Facilitator

Literacy Coach

#### Participants

ESOL Teachers

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Professional development agendas, sign-in sheets, and lesson plans.

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|------|-------------|-------|
| G1. | Teachers will infuse active reading and writing strategies to scaffold understanding of complex text through the use of the Gradual Release of Responsibility Model. | $1,700 |
| G2. | Our goal is to heighten stem awareness in our school and community through the development and infusion of STEM based activities such as integrated curriculum, common planning, and capacity building. | $200 |
| G4. | Title 1 School - See PIP | $1,000 |
| G8. | To increase the number of essential labs and give students the opportunity to complete the essential lab reports. | $500 |
| | Total | $3,400 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Evidence-Based Program | Professional Development | Total |
|----------------|------------------------|--------------------------|-------|
| EESAC | $2,400 | $1,000 | $3,400 |
| Total | $2,400 | $1,000 | $3,400 |

**Budget Details**

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

**G1.** Teachers will infuse active reading and writing strategies to scaffold understanding of complex text through the use of the Gradual Release of Responsibility Model.

**G1.B1** Lack of understanding of reading strategies

**G1.B1.S4** Implement the writing process (pre-writing and drafting) through the Creative Writing classes and infuse creative approaches to writing through both Creative Writing and literacy classes.

**Action Step 6**

Conduct walkthrough to monitor implementation of the pre-writing and drafting process as well as creative approaches to writing in Creative Writing class and across the curriculum.

**Resource Type**

Evidence-Based Program

**Resource**

Incentives for students caught reading; demonstrating growth in reading across district assessments, and highest scores in reading on all district assessments. Purchase Write Score.

**Funding Source**

EESAC

**Amount Needed**

$1,700

**G2.** Our goal is to heighten stem awareness in our school and community through the development and infusion of STEM based activities such as integrated curriculum, common planning, and capacity building.

**G2.B1** Some instructional staff may not be comfortable with STEM.

**G2.B1.S1** Collaboratively create STEM based school-wide activities for our students.

### Action Step 1

Provide professional learning communities focused on collaborating and strategizing to create STEM based school-wide activities for our students. For example, Science Fair, Math Counts Competition, and Projects for display at the Miami Dade county fair.

### Resource Type

Evidence-Based Program

### Resource

T-shirts for students participating in mathematics competition .

### Funding Source

EESAC

### Amount Needed

$200

**G4.** Title 1 School - See PIP

**G4.B1** Title 1 School - See PIP

**G4.B1.S1** Title 1 School - See PIP

### Action Step 2

Provide incentives for parent participation in workshop and PTSA

#### Resource Type

Professional Development

#### Resource

Various nutritional foods, technology, and door prizes for parents participating in workshops and PTSA.

#### Funding Source

EESAC

#### Amount Needed

$1,000

**G8.** To increase the number of essential labs and give students the opportunity to complete the essential lab reports.

**G8.B2** Limited evidence of student activities that requires critical thinking skills and students are not given the opportunity to work on rigorous project based activities.

**G8.B2.S1** Implement the Claim-Evidence-Reasoning strategy as the Lab Conclusion so that students can improve their inquiry skills and learn to support their claim with evidence from the lab and relate it to the current Benchmark topic.

### Action Step 4

Reward students for academic growth in science across assessments.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

EESAC

**Amount Needed**

$500