2013-2014 SCHOOL IMPROVEMENT PLAN

George Washington Carver Middle School

4901 LINCOLN DR
Coral Gables, FL 33133
305-444-7388
http://carver.dade.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	27%

Alternative/ESE Center	Charter School	Minority Rate
No	No	65%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
George Washington Carver Middle School

Principal
Shelley F. Stroleny

School Advisory Council chair
Ingrid Robledo

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

Name	Title
Sylvia Coto-Gonzalez	Assistant Principal
Shelton L. Rivers	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The Educational Excellence School Advisory Council (EESAC) is comprised of the following members: Principal – 1, UTD Steward – 1, Teachers – 5, Educational Support – 1, Parents – 5, Students – 2, Business/Community Representatives – 3. Additional, there is an Alternate Principal – 1, Alternate Teacher – 1, Alternate Educational Support – 1, Alternate Parent – 1, Alternate Student – 1.

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) is primarily responsible for the development, implementation, mid-year review (evaluation) of the School Improvement Plan (SIP). The EESAC is the sole body responsible for the final decision-making at the school relating to the implementation of the SIP and school-wide accountability.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) will meet regularly throughout the school year and make recommendations regarding the school's programs and outreach. The EESAC will assist in the preparation and evaluation of the School Improvement Plan (SIP) and the school's annual budget.

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

The School Improvement funds will be used to improve the school's technology needs as they arise. The amount allocated for this project is $4704.00.

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

None Applicable.

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:

Shelley F. Stroleny		
Principal	Years as Administrator: 11	Years at Current School: 14

Credentials	Bachelor of Arts - English / German; Master of Science -TESOL; Educational Specialist - Educational Leadership Certification(s): Educational Leadership (all levels), English (grades 6-12), Foreign Language – German (grades k-12)
Performance Record	2013 – School Grade – A Rdg. Proficiency, 95% Math Proficiency, 96% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 83 points Rdg. Imp. of Lowest 25% - 92 points Math Imp. of Lowest 25% - 89 points Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade - A Reading Mastery: 93%, Math Mastery 96%, Writing: 98%, Science Mastery: 95%. AMO in Reading: No. AMO in Math: No. Making Learning Gains in Reading: 81%; Making Learning Gains in Mathematics: 91%; Lowest Quartile Making Learning Gains in Reading: 84%; Lowest Quartile Making Learning Gains in Mathematics: 97%. 2011- School Grade - A Reading Mastery: 96%, Math Mastery 97%, Writing: 100%, Science Mastery: 88%. Made AYP. Making Learning Gains in Reading: 75%; Making Learning Gains in Mathematics: 79%; Lowest Quartile Making Learning Gains in Reading: 90%; Lowest Quartile Making Learning Gains in Mathematics: 92%. 2010 – School Grade - A Reading Mastery: 97%, Math Mastery 98%, Writing: 99%, Science Mastery: 90%. Made AYP. Making Learning Gains in Reading: 78%; Making Learning Gains in Mathematics: 82%; Lowest Quartile Making Learning Gains in Reading: 91%; Lowest Quartile Making Learning Gains in Mathematics: 95%. 2009 – School Grade - A Reading Mastery: 98%, Math Mastery 98%, Writing: 100%, Science Mastery: 91%. Made AYP. Making Learning Gains in Reading: 76%; Making Learning Gains in Mathematics: 81%; Lowest Quartile Making Learning Gains in Reading: 91%; Lowest Quartile Making Learning Gains in Mathematics: 94%.

Sylvia Coto-Gonzalez		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Bachelor of Science – Hospitality Management; Master of Science - SLD. Certification(s): Educational Leadership (all levels), State of Florida SLD (k-12), State of Florida
Performance Record	2013 – School Grade – A Rdg. Proficiency, 95% Math Proficiency, 96% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 83 points Rdg. Imp. of Lowest 25% - 92 points Math Imp. of Lowest 25% - 89 points Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade - B Reading Mastery 45%, Math Mastery 52%, Writing Mastery: 85% ; Science Mastery: N/A. AMO in Reading: No. AMO in Math: No. Making Learning Gains in Reading: 62%, Making Learning Gains in Mathematics: 58%. Lowest Quartile Learning Gains in Reading: 64%, Lowest Quartile Learning Gains in Mathematics 59%. 2011 – School Grade - C Reading Mastery 44%, Math Mastery 75%, Writing Mastery: 75% ; Science Mastery: 30%. Did not make AYP. Making Learning Gains in Reading: 47%, Making Learning Gains in Mathematics: 72%. Lowest Quartile Learning Gains in Reading: 47%, Lowest Quartile Learning Gains in Mathematics 60%. 2010 – School Grade - B Reading Mastery 46%, Math Mastery 74%: Writing Mastery: 85%; Science Mastery: 25% . Did not make AYP. Making Learning Gains in Reading: 54%, Making Learning Gains in Mathematics: 77%. Lowest Quartile Learning Gains in Reading: 53%, Lowest Quartile Learning Gains in Mathematics 65%. 2009 – School Grade - B Reading Mastery 44%, Math Mastery 73%: Writing Mastery: 82%; Science Mastery: 30% . Did not make AYP. Making Learning Gains in Reading: 55%, Making Learning Gains in Mathematics:75%. Lowest Quartile Learning Gains in Reading: 62%, Lowest Quartile Learning Gains in Mathematics 65%.

Shelton L. Rivers		
Asst Principal	Years as Administrator: 10	Years at Current School: 7

Credentials	Bachelor of Science - Criminal Justice; Master of Education – Guidance and Counseling; Educational Specialist - Educational Leadership. Certification(s): Educational Leadership (all levels), State of Florida Guidance and Counseling (pre K through grade 12), State of Florida
Performance Record	2013 – School Grade – A Rdg. Proficiency, 95% Math Proficiency, 96% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 83 points Rdg. Imp. of Lowest 25% - 92 points Math Imp. of Lowest 25% - 89 points Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade - A Reading Mastery: 93%, Math Mastery 96%, Writing: 98%, Science Mastery: 95%. AMO in Reading: No. AMO in Math: No. Making Learning Gains in Reading: 81%; Making Learning Gains in Mathematics: 91%; Lowest Quartile Making Learning Gains in Reading: 84%; Lowest Quartile Making Learning Gains in Mathematics: 97%. 2011- School Grade - A Reading Mastery: 96%, Math Mastery 97%, Writing: 100%, Science Mastery: 88%. Made AYP. Making Learning Gains in Reading: 75%; Making Learning Gains in Mathematics: 79%; Lowest Quartile Making Learning Gains in Reading: 90%; Lowest Quartile Making Learning Gains in Mathematics: 92%. 2010 – School Grade - A Reading Mastery: 97%, Math Mastery 98%, Writing: 99%, Science Mastery: 90%. Made AYP. Making Learning Gains in Reading: 78%; Making Learning Gains in Mathematics: 82%; Lowest Quartile Making Learning Gains in Reading: 91%; Lowest Quartile Making Learning Gains in Mathematics: 95%. 2009 – School Grade - A Reading Mastery: 98%, Math Mastery 98%, Writing: 100%, Science Mastery: 91%. Made AYP. Making Learning Gains in Reading: 76%; Making Learning Gains in Mathematics: 81%; Lowest Quartile Making Learning Gains in Reading: 91%; Lowest Quartile Making Learning Gains in Mathematics: 94%.

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
53, 100%

 # Highly Qualified Teachers
92%

 # certified in-field
53, 100%

 # ESOL endorsed
9, 17%

 # reading endorsed
4, 8%

 # with advanced degrees
26, 49%

 # National Board Certified
18, 34%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
27, 51%

 # with 15 or more years of experience
24, 45%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

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

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

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

In an effort to recruit and retain highly qualified, certified-in-field, effective teachers, the principal (and administrative staff) facilitate the following strategies:
1. Regular meetings with new teachers.
2. Partner new teachers with veteran staff.
3. Work with mentor teacher(s) and their mentee(s).
4. Solicit referrals from current employees.

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

In an effort to ensure that all teachers/professionals at G. W .Carver Middle School perform at their highest potential, the following mentoring program/plan has been established:
- department chairpersons hold weekly department meetings; additionally, departments may meet by grade level
(i.e. the 6th grade mathematics teachers may meet in addition to the mathematics department meeting),
- departments/grade levels participate in collaborative lesson planning to ensure that content/ benchmarks are
being taught at the same time,
- teachers continually share best practices,
- teachers are encourage to informally observe their colleagues, both in their discipline and across the curriculum.

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

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

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

The MTSS/RtI Team ensures academic success for all students by providing high quality instruction and intervention matched to student needs. Through a data based problem solving process, a multi-tiered approach for addressing academic and behavior challenges is implemented. Ongoing examination and support is provided for all aspects of the school, including identifying methods and strategies to improve student achievement, school safety, school's culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through intervention.
1. In order to create a safe, positive, and inviting school climate where all students achieve high academic performance levels, the MTSS/RtI Team is composed of the following:
• Administrator(s) build consensus and awareness of MTSS/RtI implementation constructs among all school staff and assess school interventions and resources available to all tiers of instruction and intervention.
• Teacher(s) conduct systematic examination of available school data, engage in problem solving, participate in intervention planning, monitor student progress, and evaluate overall impact of instructional programs.
• Team members who collaborate towards the school's academic mission by examining school, grade, classroom, and student data to measure fidelity of instruction and/or intervention in a supportive environment.
2. As problem solving issues and concerns arise, the following staff members may be included since they are in key roles to guide exploration of Root Cause Analysis and implementation of prevention/intervention strategies:
• School reading, math, science, and behavior specialists
• School guidance counselor(s)
• Special education personnel
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders
3. The framework for implementation of MTSS/RtI provides a tiered-approach to instructional prevention and intervention that supports the utilization of all available resources to meet student needs. As students' needs increase in academic and behavior systems, the level of support

(instruction and intervention) is intensified.
• All students in the general curriculum are included in the core instructional and behavior methodologies, practices and supports.
• Targeted students who need additional instructional and/or behavioral support are provided supplemental instruction and interventions in addition to and in alignment with the core curriculum utilizing best teaching practices, research-based interventions, and behavioral strategies.
• Students requiring intensive instructional and/or behavioral intervention to increase individual student's rate of progress will be provided intensive instruction and interventions aligned with the core curriculum. Individualized supplemental instruction and intervention will be based on ongoing evaluation to promote student growth as measured by benchmark and progress monitoring data, including FAIR testing.
Additionally, the school's leadership team will:
1. Collect and analyze data to address student academic and behavioral needs.
2. Based on data analysis, appropriate professional development for faculty will be provided based on instructional/behavioral needs and intervention with the goal of all students meeting achievement goal.
3. Scheduled team meetings will be held to discuss exemplary teaching practices, effectiveness of interventions, and progress monitoring.
4. All faculty will communicate effectively to promote feedback on the effectiveness of procedures implemented based on data collection.
5. Monitor effective academic and behavioral intervention aligned with the school's goals to continue implementation of effective core instruction and regularly scheduled interventions.
6. Examine progress based on data, assess student needs and monitor progress toward goals to determine effectiveness of program delivery with fidelity and validity.
7. Provide all subgroups with the necessary academic instruction and interventions, and behavioral interventions to ensure adequate yearly progress.

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

Shelley F. Stroleny (Principal); Sylvia Coto-Gonzalez (Assistant Principal); Shelton Rivers (Assistant Principal); Cecilia Castillo (Guidance Counselor); Doris Green (TRUST Specialist); Janas Byrd (Language Arts Department Chairperson); Cheli Fernandez (Mathematics Department Chairperson); Eva Moore (Science Department Chairperson); Julie Suarez-Burgos (SPED Teacher). The administrators will schedule and facilitate the MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps. And allocate the necessary resources. The remaining MTSS/RtI team members will provide information to the entire team based on their specific area(s). Collectively, the MTSS/RtI team will (1) determine student needs according to the academic and behavioral goals utilizing ongoing data collection, analysis, and prescriptive instructional plans, (2) utilize ongoing progress monitoring to determine the effectiveness of instruction and intervention, and (3) provide interventions to students, as needed and appropriate.

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

Data collection and data analysis will be utilized to design effective instructional teaching /learning practices and appropriate interventions to accelerate student achievement and determine appropriate interventions for all students. The process utilized is as follows:
• Ensure the effective delivery of the core instructional curriculum, including behavioral aspects, to meet student needs.
• Modify instructional methodology and delivery of instruction necessary to meet the needs of all students, including behavior management system.
• Revisit school-based resources to meet the needs of all students.
• Target professional development toward goals of meeting all students' needs.

• Monitor student growth to address and pinpoint areas of needs to increase individual student achievement academically and address behavioral needs.

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

Data collection and data analysis will be utilized to design effective instructional teaching /learning practices and appropriate interventions to accelerate student achievement and determine appropriate interventions for all students. The process utilized is as follows:
• Ensure the effective delivery of the core instructional curriculum, including behavioral aspects, to meet student needs.
• Modify instructional methodology and delivery of instruction necessary to meet the needs of all students, including behavior management system.
• Revisit school-based resources to meet the needs of all students.
• Target professional development toward goals of meeting all students' needs.
• Monitor student growth to address and pinpoint areas of needs to increase individual student achievement academically and address behavioral needs.
Available data collection and data analysis will include:
Academic:
• FAIR Assessment
• Interim Assessments
• State/Local math and science assessments
• FCAT
• Student grades
• School site specific assessments, i.e. Teacher-developed weekly tests, midterm and final exams
• Edusoft reports
Behavior:
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

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

G. W. Carver Middle School plans to support the understanding of MTSS and build capacity in data-based problem solving for staff and parents by providing the following:
- Ongoing efficient facilitation and accurate use of problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from individual student level up to the aggregate district level.
- Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students
Minutes added to school year:

The following research-based strategies are used to provide enrichment/acceleration, as well as remediation (if needed) during the school day. The programs are web-based and can also be accessed at home.
• Reading Plus – web-based program that documents success in fluency and silent reading, comprehension, vocabulary, and reading proficiency.
• Algebra Nation – Algebra End-Of-Course prep tool.
• Achieve 3000 – provides web-based, differentiated instruction in reading and writing.
• GIZMOS (Math and Science) – simulated math and science instruction.
• Homeroom tutoring (30 minutes per day, 4 times per week)

Strategy Purpose(s)

- Instruction in core academic subjects

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

Reading Plus, Achieve 3000, and GIZMOS allow teachers and administrators to generate reports to track student's mastery of certain skills and make the necessary adjustment to their instruction. Algebra Nation is an on-line program that is used as a "prep tool" for the Algebra End-Of-Course (EOC) exam. Homeroom tutoring is used to address student's needs in any subject. Students that are assigned to homeroom tutoring meets with their tutor four days per week for 30 minutes.

Who is responsible for monitoring implementation of this strategy?

The Administrators, Classroom teachers, and Resource Teacher are responsible for the implementation and monitoring of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Shelley F. Stroleny	Principal
Sylvia Coto-Gonzalez	Assistant Principal
Shelton L. Rivers	Assistant Principal
Janas Byrd	Language Arts Department Chairperson
Cheli Fernandez	Mathematics Department Chairperson
Carmen Gomez	Spanish Department Chairperson
Jenny Llewellyn-Jones	Electives Department Chairperson
Gabriele Moghani	German Language teacher
Eva Moore	Science Department Chairperson
Shannon Sejeck	Social Studies teacher
Madelyn Vinat	Social Studies Department Chairperson

How the school-based LLT functions

The LLT will be composed of the principal, assistant principal(s), language arts department chairperson, and at least one representative from each department to ensure that all students will have the benefit of data analysis, effective instructional practices, and targeted interventions.
• The principal will be in a key role to promote the impetus to engage in data chats and the implementation of best teaching practices.
• The Administrative team will ensure the effective implementation of exemplary teaching practices and ongoing monitoring of student progress, including academic and behavior systems, and follow-up with individual teachers/students, as needed to achieve excellence for all students.
• Teachers will develop a system for engaging all students academically and meeting all behavioral challenges.
• Teachers will analyze data, share best teaching practices, and add new strategies to their repertoire of effective teaching practices, and follow-up with implementation of these best teaching practices, including sharing student samples to demonstrate effectiveness of the implementation of "new" practices for all students.
Meetings are regularly scheduled to address current data, analyze student areas of needs according to the benchmarks and new generation standards, institute best teaching practices and share the effective implementation of such practices.

Major initiatives of the LLT

The LLT will review all available data (i.e. baseline benchmark, interim assessment tests assessments) to target benchmarks where student performance demonstrates areas of weakness, while strengthening strong areas with best teaching practices for all students.
• Design a plan to meet the needs of all students who are not making sufficient progress toward the goals of the New Generation Standards.
• Share exemplary reading and writing instructional practices to implement across the curriculum.

Every Teacher Contributes to Reading Instruction

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

Teachers participate in professional development activities in differentiated instruction and how to interpret FCAT and Interim Assessment data. Individual student's test data are made available to the teachers. All department chairpersons are members of the school's literacy team and disseminate the information from the literacy team meetings to build reading capacity school-wide. Social Studies, foreign language and elective classes incorporate FCAT type reading activities in their instruction on an ongoing basis. In addition to student work samples, student progress is monitored using district Baseline and Interim assessments.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

We offer high school courses in Mathematics, Science, French, German, Spanish, and Italian. In addition, we offer Advance Placement (AP) courses to students that participate in our International Studies (IS) program – students who are proficient in French, German, Spanish, or Italian. In grade 8, IS students take the AP exam for the different language programs, with the possibility of earning college credit.

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

Students that complete grades 6, 7, and 8 will leave middle school with a minimum of 5 high school credits (at the end of grade 6 they will earn 1 foreign language credit; at the end of grade 7 they will earn 1 foreign language credit; at the end of grade 8 they will earn 1 foreign language credit, I mathematics credit and 1 science credit). Some students may earn additional credits by completing courses on-line via Florida Virtual School and/or completing Geometry and/or Biology by the end of grade 8.

We promote academic and career planning, including advising on course selections, by facilitating high school presentations to all 8th grade students and their parents. During the presentations, high schools showcase their academies, course offerings, and conduct a question and answer sessions for students and parents.

Strategies for improving student readiness for the public postsecondary level

We will continue to promote and encourage students to take advantage of the advanced/honors courses that the school offers. In addition, we will continue to advise students of the availability of other learning opportunities (i.e. Florida Virtual School).

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	96%	95%	Yes	96%
American Indian		0%		
Asian	97%	100%	Yes	97%
Black/African American	95%	90%	No	96%
Hispanic	97%	96%	Yes	97%
White	94%	94%	Yes	95%
English language learners	76%	74%	No	78%
Students with disabilities	100%	0%	No	100%
Economically disadvantaged	94%	95%	Yes	95%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	24%	25%
Students scoring at or above Achievement Level 4	681	71%	71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		92%	93%

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)	19	79%	81%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	71%	74%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	58%	62%

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	279	92%	93%
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	97%	96%	Yes	97%
American Indian		0%		
Asian	100%	100%	Yes	100%
Black/African American	97%	93%	No	97%
Hispanic	98%	96%	Yes	98%
White	96%	97%	Yes	96%
English language learners	87%	88%	Yes	88%
Students with disabilities	93%	0%	No	93%
Economically disadvantaged	97%	93%	No	97%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	22%	24%
Students scoring at or above Achievement Level 4	443	72%	73%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		89%	90%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	25%	25%
Students scoring at or above Achievement Level 4	226	73%	73%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	35	100%	100%

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	69	24%	25%
Students scoring at or above Achievement Level 4	191	67%	67%

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%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	21	100%	100%

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)	7		
Participation in STEM-related experiences provided for students	900		

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	4	0%	0%
Students who fail a mathematics course	3	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	24	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We recognize and support the fact that continual family and community involvement in all aspects of the school's programs and activities are directly related to student achievement. In keeping with this idea, we hosted 12 parent engagement opportunities, ranging from new students orientations to Cyber Crime and Substance Abuse prevention. The number of parents participating in these opportunities soared to over 1000.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
It is our goal to (1) continue offering workshops to parents and (2) maintain the number of parents in attendance at the various engagement opportunities.	12		

Goals Summary

G1. According to the 2013 FCAT 2.0 Reading assessment, 235 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Reading assessment is to increase the percentage of students scoring at Achievement Level 3 to 25%.

G2. According to the 2013 FCAT 2.0 Writing assessment, 279 (92%) students scored at or above 3.5. Our goal for the 2014 FCAT 2.0 Writing assessment is to increase the percentage of students scoring at or above 3.5 to 93%.

G3. According to the 2013 FCAT 2.0 Mathematics assessment, 138 (22%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Mathematics assessment is to increase the percentage of students scoring at Achievement Level 3 to 24%.

G4. According to the 2013 data, there was 100% middle school participation and performance in high school EOC. Our goal for the 2014 school year is to maintain the percentage of middle school performance and participation in high school EOC.

G5. According to the 2013 Algebra 1 End-Of-Course Assessment (EOC), 78 (25%) students scored at Achievement Level 3. Our goal for the 2014 Algebra 1 End-Of-Course Assessment (EOC) is to maintain the percentage of students scoring at Achievement Level 3.

G6. According to the 2013 Geometry End-Of-Course Assessment (EOC), 35 (100%) students scored at or above Achievement Level 4. Our goal for the 2014 is to maintain the percentage of students scoring at or above Achievement Level 4.

G7. According to the 2013 FCAT 2.0 Science assessment, 69 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Science assessment is increase the percentage of students scoring at Achievement Level 3 to 25%.

G8. According to the 2013 Biology End-Of-Course Assessment, 21 (100%) students scored at Level 4 and above.. Our goal for the 2014 Biology End-Of-Course Assessment is to maintain the percentage of students scoring at Level 4 and above.

G9. In 2012-2013, our students participated in 6 STEM-related experiences. Our goal for 2013-2014 is to maintain or increase the number of STEM-related experiences provided for students.

G10. According to the 2013 District Civics Baseline Assessment, 13 (4%) students scored proficient. Our goal for the 2014 District Civics Baseline Assessment is to increase the percentage of students scoring proficient to 5%.

G11. Our goal for 2014 is to maintain or decrease the percentage of students not meeting their early warning signs target for absences, referrals, and failed courses.

G12. During the 2012-2013 school year, we hosted 12 parent engagement opportunities. Our goal for the 2013-2014 school year is to maintain the number of parent engagement opportunities.

Goals Detail

G1. According to the 2013 FCAT 2.0 Reading assessment, 235 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Reading assessment is to increase the percentage of students scoring at Achievement Level 3 to 25%.

Targets Supported

Resources Available to Support the Goal

- Variety of reading materials, Imagine Learning, Achieve 3000 (TeenBiz), Reading Plus, District assessments

Targeted Barriers to Achieving the Goal

- The Black student subgroup did not meet their 2013 target; they were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

- The ELL student subgroup did not meet their 2013 target; they were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

- The students achieving Level 3 were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

- The students achieving Level 4 and above were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

- Students are given limited opportunities to listen/speak in English (CELLA LISTENING/SPEAKING).

- Students are given limited opportunities to access and utilize reading tutorials (CELLA READING).

- Students are given limited opportunities to utilize writing samples (CELLA WRITING).

- 80% of all students demonstrate learning gains.

- 92% of the students in the lowest 25% demonstrated learning gains.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule:

On-going.

Evidence of Completion:

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

G2. According to the 2013 FCAT 2.0 Writing assessment, 279 (92%) students scored at or above 3.5. Our goal for the 2014 FCAT 2.0 Writing assessment is to increase the percentage of students scoring at or above 3.5 to 93%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing samples, Anchor papers, District writing assessments

Targeted Barriers to Achieving the Goal
- Students are given limited opportunities to edit and review writing samples.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Writing assessment (summative).

G3. According to the 2013 FCAT 2.0 Mathematics assessment, 138 (22%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Mathematics assessment is to increase the percentage of students scoring at Achievement Level 3 to 24%.

Targets Supported

Resources Available to Support the Goal
- GIZMOS, District assessments

Targeted Barriers to Achieving the Goal
- The BLACK student subgroup did not meet their 2013 target; they were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

- The ED student subgroup did not meet their 2013 target; they were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

- The students achieving Level 3 were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

- The students achieving Level 4 and above were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

- 83% of all students demonstrated learning gains.

- 89% of the students in the lowest 25% demonstrated learning gains.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

G4. According to the 2013 data, there was 100% middle school participation and performance in high school EOC. Our goal for the 2014 school year is to maintain the percentage of middle school performance and participation in high school EOC.

Targets Supported

Resources Available to Support the Goal
- District Assessment, Teacher recommendation

Targeted Barriers to Achieving the Goal
- The number/percentage of students that participate in high school EOC is limited.
- The student performance in high school EOC is impacted by the number/percentage of students that participate in high school EOC.

Plan to Monitor Progress Toward the Goal

Ensure that students are being challenged; provided a rigorous curriculum that will prepare them for Algebra 1 , Geometry, and Biology before grade 8.

Person or Persons Responsible
Administrators.

Target Dates or Schedule:
On-going.

Evidence of Completion:
2013-2014 Master Schedule. 2014 participation/performance in high school EOC.

G5. According to the 2013 Algebra 1 End-Of-Course Assessment (EOC), 78 (25%) students scored at Achievement Level 3. Our goal for the 2014 Algebra 1 End-Of-Course Assessment (EOC) is to maintain the percentage of students scoring at Achievement Level 3.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Algebra Nation, District assessments

Targeted Barriers to Achieving the Goal
- Students scoring at Achievement Level 3 were deficient in the are of Polynomials.

- Students scoring at or above Achievement Level 4 were deficient in the are of Polynomials.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Algebra 1 EOC assessment (summative).

G6. According to the 2013 Geometry End-Of-Course Assessment (EOC), 35 (100%) students scored at or above Achievement Level 4. Our goal for the 2014 is to maintain the percentage of students scoring at or above Achievement Level 4.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- GIZMOS, District assessments

Targeted Barriers to Achieving the Goal
- The students scoring at or above Achievement Level 4 were deficient in the area of Three-Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Geometry EOC assessment (summative).

G7. According to the 2013 FCAT 2.0 Science assessment, 69 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Science assessment is increase the percentage of students scoring at Achievement Level 3 to 25%.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- GIZMOS, District assessments

Targeted Barriers to Achieving the Goal
- The students achieving Level 3 were deficient in the area of Physical Science.
- The students achieving Level 4 and above were deficient in the area of Physical Science.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

G8. According to the 2013 Biology End-Of-Course Assessment, 21 (100%) students scored at Level 4 and above.. Our goal for the 2014 Biology End-Of-Course Assessment is to maintain the percentage of students scoring at Level 4 and above.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- GIZMOS, District assessments.

Targeted Barriers to Achieving the Goal
- The students scoring at Level 4 and above were deficient in the area of Organisms, Populations, and Ecosystems.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Biology EOC assessment (summative).

G9. In 2012-2013, our students participated in 6 STEM-related experiences. Our goal for 2013-2014 is to maintain or increase the number of STEM-related experiences provided for students.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- District approved filed trips, District approved competitions, District approved STEM-related experiences

Targeted Barriers to Achieving the Goal
- Students participated in seven (6) STEM-related experiences.
- Approximately 900 students participated in STEM-related experiences.

Plan to Monitor Progress Toward the Goal

Provide teachers with information regarding all STEM-related experiences.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
On-going.

Evidence of Completion:
Increased number of STEM-related experiences.

G10. According to the 2013 District Civics Baseline Assessment, 13 (4%) students scored proficient. Our goal for the 2014 District Civics Baseline Assessment is to increase the percentage of students scoring proficient to 5%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- District assessment

Targeted Barriers to Achieving the Goal
- The students were deficient in the area of Origins and Purposes of Law and Government.

Plan to Monitor Progress Toward the Goal

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Literacy Leadership Team (LLT).

Target Dates or Schedule:
On-going.

Evidence of Completion:
Data from formative assessments (i.e. baseline, interim) will be analyzed and instruction modified as needed. Data from the 2014 District Civics Baseline Assessment (summative).

G11. Our goal for 2014 is to maintain or decrease the percentage of students not meeting their early warning signs target for absences, referrals, and failed courses.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Attendance Review Committee, Code of Student Conduct, Academic Advisement, Homeroom tutoring

Targeted Barriers to Achieving the Goal
- 4 (0%) students missed 10% or more of available Instructional Time.

Plan to Monitor Progress Toward the Goal

Ensure that the Attendance Review Committee is addressing student absences and providing support.

Person or Persons Responsible
Administrators.

Target Dates or Schedule:
On-going.

Evidence of Completion:
2014 report of Early Warning Systems.

G12. During the 2012-2013 school year, we hosted 12 parent engagement opportunities. Our goal for the 2013-2014 school year is to maintain the number of parent engagement opportunities.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent Resource Center, Community agencies, Various departments within the school (i.e. Student Services, Mathematics)

Targeted Barriers to Achieving the Goal
- Some parent engagement opportunities are not well attended.

Plan to Monitor Progress Toward the Goal

Provide parents with adequate notification of all parent engagement opportunities.

Person or Persons Responsible
Administrators.

Target Dates or Schedule:
On-going.

Evidence of Completion:
Parent Academy sign-in sheets/log to verify attendance.

Action Plan for Improvement

Problem Solving Key

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

G1. According to the 2013 FCAT 2.0 Reading assessment, 235 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Reading assessment is to increase the percentage of students scoring at Achievement Level 3 to 25%.

G1.B1 The Black student subgroup did not meet their 2013 target; they were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

G1.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6) • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8)

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessments) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

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

PLAN (dissaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessments) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

Plan to Monitor Effectiveness of G1.B1.S1

PLAN (dissaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

G1.B2 The ELL student subgroup did not meet their 2013 target; they were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

G1.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6) • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8)

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

Plan to Monitor Effectiveness of G1.B2.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

G1.B3 The students achieving Level 3 were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

G1.B3.S1 Teachers will provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Action Step 1

Teachers will provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

Facilitator:

Teacher, Administrator

Participants:

6th, 7th, and 8th grade teachers

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

Plan to Monitor Effectiveness of G1.B3.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

G1.B4 The students achieving Level 4 and above were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

G1.B4.S1 Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

Plan to Monitor Effectiveness of G1.B4.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

G1.B5 Students are given limited opportunities to listen/speak in English (CELLA LISTENING/SPEAKING).

G1.B5.S1 Provide opportunities for students to practice the content so they will be able to: • Speak in class as much as possible; structure conversations around books and subjects that build vocabulary. • Engage in listening activities in English; improving their level of comprehension.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Speak in class as much as possible; structure conversations around books and subjects that build vocabulary. • Engage in listening activities in English; improving their level of comprehension.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

Plan to Monitor Effectiveness of G1.B5.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

G1.B6 Students are given limited opportunities to access and utilize reading tutorials (CELLA READING).

G1.B6.S1 Provide opportunities for students to practice the content so they will be able to: • Access and utilize reading tutorials such as Reading Plus and Achieve 3000; gaining reading practice at their reading level (grades 6, 7 and 8).

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Access and utilize reading tutorials such as Reading Plus and Achieve 3000; gaining reading practice at their reading level (grades 6, 7 and 8).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014CELLA assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

Plan to Monitor Effectiveness of G1.B6.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

G1.B7 Students are given limited opportunities to utilize writing samples (CELLA WRITING).

G1.B7.S1 Provide opportunities for students to practice the content so they will be able to: • Use writing samples that generate a narrative, expository, persuasive, or reference paper. Using a rubric, the written documents can be scored on content or language components.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Use writing samples that generate a narrative, expository, persuasive, or reference paper. Using a rubric, the written documents can be scored on content or language components.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

Plan to Monitor Effectiveness of G1.B7.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 CELLA assessment (summative).

G1.B8 80% of all students demonstrate learning gains.

G1.B8.S1 Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6) • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8)

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6) • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8)

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessments) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

Plan to Monitor Effectiveness of G1.B8.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

G1.B9 92% of the students in the lowest 25% demonstrated learning gains.

G1.B9.S1 Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6) • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8)

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6) • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8)

Person or Persons Responsible

Teacher.

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

Plan to Monitor Effectiveness of G1.B9.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Reading assessment (summative).

G2. According to the 2013 FCAT 2.0 Writing assessment, 279 (92%) students scored at or above 3.5. Our goal for the 2014 FCAT 2.0 Writing assessment is to increase the percentage of students scoring at or above 3.5 to 93%.

G2.B1 Students are given limited opportunities to edit and review writing samples.

G2.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. • Review writing samples to have students identify sentence structure, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. • Review writing samples to have students identify sentence structure, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Writing assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Writing assessment (summative).

Plan to Monitor Effectiveness of G2.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Writing assessment (summative).

G3. According to the 2013 FCAT 2.0 Mathematics assessment, 138 (22%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Mathematics assessment is to increase the percentage of students scoring at Achievement Level 3 to 24%.

G3.B1 The BLACK student subgroup did not meet their 2013 target; they were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

G3.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

Plan to Monitor Effectiveness of G3.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

G3.B2 The ED student subgroup did not meet their 2013 target; they were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

G3.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

Plan to Monitor Effectiveness of G3.B2.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

G3.B3 The students achieving Level 3 were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

G3.B3.S1 Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

Plan to Monitor Effectiveness of G3.B3.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

G3.B4 The students achieving Level 4 and above were deficient in the area of Fractions, Ratios, Proportional Relationships, and Statistics (grade 6) and Geometry and Measurement (grade 7).

G3.B4.S1 Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6). • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7).

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

Plan to Monitor Effectiveness of G3.B4.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Mathematics assessment (summative).

G3.B5 83% of all students demonstrated learning gains.

G3.B5.S1 Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6) • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7)

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6) • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7)

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

Plan to Monitor Effectiveness of G3.B5.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

G3.B6 89% of the students in the lowest 25% demonstrated learning gains.

G3.B6.S1 Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6) • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7)

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Develop their ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 6) • Develop their ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. (grade 7)

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

Ongoing.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

Plan to Monitor Effectiveness of G3.B6.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Mathematics assessment (summative).

G4. According to the 2013 data, there was 100% middle school participation and performance in high school EOC. Our goal for the 2014 school year is to maintain the percentage of middle school performance and participation in high school EOC.

G4.B1 The number/percentage of students that participate in high school EOC is limited.

G4.B1.S1 Provide more students with an opportunity to enroll in Algebra 1, Geometry, and Biology.

Action Step 1

Provide acceleration activities to students in the math and science in an effort to prepare them for Algebra 1, Geometry, and Biology before grade 8.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 Master Schedule.

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

Ensure that students are being challenged; provided a rigorous curriculum that will prepare them for Algebra 1, Geometry, and Biology before grade 8.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

2013-2014 Master Scheduuule.

Plan to Monitor Effectiveness of G4.B1.S1

Ensure that students are being challenged; provided a rigorous curriculum that will prepare them for Algebra 1, Geometry, and Biology before grade 8.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

2013-2014 Master Schedule. 2014 participation/performance in high school EOC.

G5. According to the 2013 Algebra 1 End-Of-Course Assessment (EOC), 78 (25%) students scored at Achievement Level 3. Our goal for the 2014 Algebra 1 End-Of-Course Assessment (EOC) is to maintain the percentage of students scoring at Achievement Level 3.

G5.B1 Students scoring at Achievement Level 3 were deficient in the are of Polynomials.

G5.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Algebra 1 EOC assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Algebra 1 EOC assessment (summative).

Plan to Monitor Effectiveness of G5.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Algebra 1 EOC assessment (summative).

G5.B2 Students scoring at or above Achievement Level 4 were deficient in the are of Polynomials.

G5.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Algebra 1 EOC assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

Plan to Monitor Effectiveness of G5.B2.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Algebra 1 EOC assessment (summative).

G6. According to the 2013 Geometry End-Of-Course Assessment (EOC), 35 (100%) students scored at or above Achievement Level 4. Our goal for the 2014 is to maintain the percentage of students scoring at or above Achievement Level 4.

G6.B1 The students scoring at or above Achievement Level 4 were deficient in the area of Three-Dimensional Geometry.

G6.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affect the parameters. • Determine how changes in up to two parameters affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affect the parameters. • Determine how changes in up to two parameters affect the other parameter(s) when surface area and volume are held constant.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Geometry EOC assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Geometry EOC assessment (summative).

Plan to Monitor Effectiveness of G6.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Geometry EOC assessment (summative).

G7. According to the 2013 FCAT 2.0 Science assessment, 69 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Science assessment is increase the percentage of students scoring at Achievement Level 3 to 25%.

G7.B1 The students achieving Level 3 were deficient in the area of Physical Science.

G7.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Increase rigor in science writing and provide evidence through laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. • Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Increase rigor in science writing and provide evidence through laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. • Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

Plan to Monitor Effectiveness of G7.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

G7.B2 The students achieving Level 4 and above were deficient in the area of Physical Science.

G7.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Increase rigor in science writing and provide evidence through laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. • Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Increase rigor in science writing and provide evidence through laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. • Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

Plan to Monitor Effectiveness of G7.B2.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT 2.0 Science assessment (summative).

G8. According to the 2013 Biology End-Of-Course Assessment, 21 (100%) students scored at Level 4 and above.. Our goal for the 2014 Biology End-Of-Course Assessment is to maintain the percentage of students scoring at Level 4 and above.

G8.B1 The students scoring at Level 4 and above were deficient in the area of Organisms, Populations, and Ecosystems.

G8.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Complete a more rigorous science curriculum • Relate structures and functions of organs and tissues in plants and animals identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: • Complete a more rigorous science curriculum • Relate structures and functions of organs and tissues in plants and animals identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Biology EOC assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Biology EOC assessment (summative).

Plan to Monitor Effectiveness of G8.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 Biology EOC assessment (summative).

G9. In 2012-2013, our students participated in 6 STEM-related experiences. Our goal for 2013-2014 is to maintain or increase the number of STEM-related experiences provided for students.

G9.B1 Students participated in seven (6) STEM-related experiences.

G9.B1.S1 Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences that our students participate in.

Action Step 1

Expose students to a larger variety of STEM-related experiences.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Increased number of STEM-related experiences.

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

Provide teachers with information regarding all district-approved STEM-related experiences.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Increased number of STEM-related experiences.

Plan to Monitor Effectiveness of G9.B1.S1

Provide teachers with information regarding all district-approved STEM-related experiences.

Person or Persons Responsible

Adminstrators

Target Dates or Schedule

On-going

Evidence of Completion

Increased number of STEM-related experiences.

G9.B2 Approximately 900 students participated in STEM-related experiences.

G9.B2.S1 Increase the number of students participating in STEM-related experiences.

Action Step 1

Expose more students to a variety of STEM-related experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going.

Evidence of Completion

Increased number of students participating in STEM-related experiences.

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

Ensure that teachers are exposing more students to STEM-related experiences and encouraging them to participate in the experiences.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Increased number in students participating STEM-related experiences.

Plan to Monitor Effectiveness of G9.B2.S1

Ensure that teachers are exposing more students to STEM-related experiences and encourage them to participate in the experiences.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

Increased number in students participating STEM-related experiences.

G10. According to the 2013 District Civics Baseline Assessment, 13 (4%) students scored proficient. Our goal for the 2014 District Civics Baseline Assessment is to increase the percentage of students scoring proficient to 5%.

G10.B1 The students were deficient in the area of Origins and Purposes of Law and Government.

G10.B1.S1 Provide opportunities for students to describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Action Step 1

Provide opportunities for students to describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim) will be analyzed and instruction modified as needed. Data from the 2014 District Civics Baseline Assessment (summative).

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

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going

Evidence of Completion

Data from formative assessments (i.e. baseline, interim) will be analyzed and instruction modified as needed. Data from the 2014 District Civics Baseline Assessment (summative).

Plan to Monitor Effectiveness of G10.B1.S1

PLAN (disaggregate data), DO (develop and deliver instruction based on data), CHECK (assess, maintain, and monitor progress), and ACT (provide tutorial and/or enrichment) using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team (LLT).

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim) will be analyzed and instruction modified as needed. Data from the 2014 District Civics Baseline Assessment (summative).

G11. Our goal for 2014 is to maintain or decrease the percentage of students not meeting their early warning signs target for absences, referrals, and failed courses.

G11.B1 4 (0%) students missed 10% or more of available Instructional Time.

G11.B1.S1 Utilize members of the Attendance Review Committee to monitor student attendance, make phone calls and/or home visits, initiate Truancy referrals (when applicable).

Action Step 1

Monitor student attendance.

Person or Persons Responsible

Attendance Review Committee.

Target Dates or Schedule

On-going.

Evidence of Completion

Maintain a log of phone calls, home visits, parent conference related to attendance.

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

Ensure that Attendance Review Committee is addressing student absences and providing support.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

Review log of phone calls, home visits, parent conference related to attendance.

Plan to Monitor Effectiveness of G11.B1.S1

Ensure that Attendance Review Committee is addressing student absences and providing support.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

2014 report of Early Warning Systems.

G12. During the 2012-2013 school year, we hosted 12 parent engagement opportunities. Our goal for the 2013-2014 school year is to maintain the number of parent engagement opportunities.

G12.B1 Some parent engagement opportunities are not well attended.

G12.B1.S1 Make certain that parents are notified well in advance of any upcoming parent engagement opportunities.

Action Step 1

Plan parent engagement opportunities, duplicate hand-outs/resources, discuss/share power point presentation with administrators.

Person or Persons Responsible

Parent Engagement Facilitator(s)

Target Dates or Schedule

On-going.

Evidence of Completion

Parent engagement opportunities outlined in the dates to remember.

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

Provide parents with adequate notification of all parent engagement opportunities.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

Parent Academy sign-in sheets/log to verify attendance.

Plan to Monitor Effectiveness of G12.B1.S1

Provide parents with adequate notification of all parent engagement opportunities.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

On-going.

Evidence of Completion

Parent Academy sign-in sheets/log to verify attendance.

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

G. W. Carver Middle School provides our stakeholders with a host of services which include but are not limited to Violence Prevention Programs and Health Connect in Our Schools (HCiOS). The administration and the Student Services Department provide services to the students, parents, and staff by:
- addressing violence and drug prevention and intervention services in the classroom setting (for students), staff

meetings, and parent workshops. Some of the activities are facilitated by outside agencies.
- adhering to the District's Policy Against Bullying and Harassment.
- utilizing the range of corrective strategies stated in the District's Code of Student Conduct,
- exemplifying and enforcing the core values and examples of model student behavior that are outlined in the

Code of Student Conduct.

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. According to the 2013 FCAT 2.0 Reading assessment, 235 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Reading assessment is to increase the percentage of students scoring at Achievement Level 3 to 25%.

G1.B3 The students achieving Level 3 were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

G1.B3.S1 Teachers will provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

PD Opportunity 1

Teachers will provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Facilitator

Teacher, Administrator

Participants

6th, 7th, and 8th grade teachers

Target Dates or Schedule

On-going.

Evidence of Completion

Data from formative assessments (i.e. baseline, interim assessment) will be analyzed and instruction modified as needed. Data from the 2014 FCAT Reading assessment (summative).

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	According to the 2013 FCAT 2.0 Reading assessment, 235 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Reading assessment is to increase the percentage of students scoring at Achievement Level 3 to 25%.	$4,704
	Total	$4,704

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
The Educational Excellence School Advisory Council (EESAC).	$4,704	$4,704
Total	$4,704	$4,704

Budget Details

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

G1. According to the 2013 FCAT 2.0 Reading assessment, 235 (24%) students scored at Achievement Level 3. Our goal for the 2014 FCAT 2.0 Reading assessment is to increase the percentage of students scoring at Achievement Level 3 to 25%.

G1.B3 The students achieving Level 3 were deficient in the area of Literary Analysis Fiction/Non Fiction (grade 6), Vocabulary (grade 7), and Reading Application (grade 8).

G1.B3.S1 Teachers will provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Action Step 1

Teachers will provide opportunities for students to practice the content so they will be able to: • Read from a wide variety of texts; analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (grade 6). • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (grade 7). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (grade 8).

Resource Type

Technology

Resource

Technology is used throughout the school, in every department, to enrich the quality and instructional delivery/methods of our teachers and students. The School Improvement funds will be used to improve the school's technology needs as they arise.

Funding Source

The Educational Excellence School Advisory Council (EESAC).

Amount Needed

$4,704