



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lamar Louise Curry Middle School

15750 SW 47TH ST

Miami, FL 33185

305-222-2775

<http://curry.dadeschools.net/>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
72%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
95%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Lamar Louise Curry Middle Schl

##### Principal

Jean-Rachelle Baril

##### School Advisory Council chair

Sonia Martinez

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

Name	Title
Jean-Rachelle Baril	Principal
Dr. Orlando B. Gonzalez	Assistant Principal
Janet Boue	Assistant Principal
Lourdes Amato	Language Arts Chair
Yolanda Ruiz	Math Chair
Janet Dearmas-Marrero	Science Chair
Raul Anduray	Social Studies Chair
Janet Elmore	ESOL Chair
Michelle Lopez	ESE Chair
Larry McFarley	Electives Chair
Virginia Ruddy	Student Services Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

1-Principal; 1-Alternate Principal; 1-UTD Steward; 6-Teachers; 2-Educational Support Personnel; 7-Parents; 2-Students; 2-Business/Community Representatives

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

The EESAC was provided with the school's performance data from the 2012-2013 school year and the changes that needed to be made to the School Improvement Plan to address the barriers that are impeding increased student achievement.

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

In our monthly EESAC meetings, the EESAC will focus on school updates and monitoring the implementation of the School Improvement Plan through the submission of monthly updates from each department.

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

Student Agendas - \$2,500.00 (est.)  
Student Incentives - \$1,500.00 (est.)  
Tutorial Workbooks and packets - \$1,000.00 (est.)

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Jean-Rachelle Baril**

Principal

Years as Administrator: 7

Years at Current School: 1

**Credentials**

Degrees:

Bachelor of Health Services Administration

Master of Science in Mathematics Education

Educational Specialist in Educational Leadership

Certificates:

Educational Leadership (K-12)

Mathematics (5-9)

French (K-12)

**Performance Record**

2013 – School Grade - Pending

Rdg. Proficiency, 57 %

Math Proficiency, 60%

Rdg. Lrg. Gains, 2 points

Math Lrg. Gains, 15 points

Rdg. Imp. of Lowest 25% - -3 points

Math Imp. of Lowest 25% - +11 points

Rdg. AMO – N

Math AMO– Y

2012 – School Grade - A

Rdg. Proficiency 54%

Math Proficiency 35%

Rdg. Lrg. Gains 6 points

Math Lrg. Gains, -47 points

Rdg. Imp. of Lowest 25% 13 points

Math Imp. of Lowest 25% -24 points

Rdg. AMO - N

Math AMO – Y

2011 School Grade B

High Standards Rdg. 48

High Standards Math 82

Lrng Gains-Rdg. 52

Lrng Gains-Math 78

Gains-Rdg-25% 67

Gains-Math – 25% 78

2010 School Grade A

High Standards Rdg. 54

High Standards Math 77

Lrng Gains-Rdg. 60

Lrng Gains-Math 73

Gains-Rdg-25% 55

Gains-Math – 25% 73

2009 School Grade F

High Standards Rdg. 12

High Standards Math 38

Lrng Gains-Rdg. 45

Lrng Gains-Math 64

Gains-Rdg-25% 61

Gains-Math – 25% 71



**Janet Boue**

Asst Principal

Years as Administrator: 3

Years at Current School: 10

**Credentials**

Degrees:

Bachelor of Science in Physical Education 6-12

Master of Science in Educational Technology

Certificates:

Educational Leadership

**Performance Record**

2013 – School Grade - A

Rdg. Proficiency 78%

Math Proficiency, 69%

Rdg. Lrg. Gains, 3 points

Math Lrg. Gains, -12 points

Rdg. Imp. of Lowest 25% 6 points

Math Imp. of Lowest 25% -3 points

Rdg. AMO - N

Math AMO – N

2012 – School Grade - A

Rdg. Proficiency 78%

Math Proficiency, 69%

Rdg. Lrg. Gains, 3 points

Math Lrg. Gains, -12 points

Rdg. Imp. of Lowest 25% 6 points

Math Imp. of Lowest 25% -3 points

Rdg. AMO - N

Math AMO – N

2011 School Grade A

High Standards Rdg. 85

High Standards Math 84

Lrng Gains-Rdg. 70

Lrng Gains-Math 72

Gains-Rdg-25% 66

Gains-Math – 25% 72

2010 School Grade A

High Standards Rdg. 80

High Standards Math 80

Lrng Gains-Rdg. 70

Lrng Gains-Math 77

Gains-Rdg-25% 70

Gains-Math – 25% 73

2009 School Grade A

High Standards Rdg. 84

High Standards Math 84

Lrng Gains-Rdg. 73

Lrng Gains-Math 79

Gains-Rdg-25% 76

Gains-Math – 25% 75

**Dr. Orlando B. Gonzalez**

Asst Principal

Years as Administrator: 20

Years at Current School: 1

**Credentials**

Degrees:  
 Bachelor of Arts in History  
 Master of Science in Educational Leadership  
 Ph.D. in Educational Leadership  
 Certificates:  
 Social Science 6-12  
 School Principal

**Performance Record**

2013 – School Grade - A  
 Rdg. Proficiency 78%  
 Math Proficiency, 69%  
 Rdg. Lrg. Gains, 3 points  
 Math Lrg. Gains, -12points  
 Rdg. Imp. of Lowest 25% 6 points  
 Math Imp. of Lowest 25% -3 points  
 Rdg. AMO - N  
 Math AMO – N  
 2012 – School Grade - B  
 Rdg. Proficiency 60%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 4 points  
 Math Lrg. Gains, -9points  
 Rdg. Imp. of Lowest 25% -  
 13 points  
 Math Imp. of Lowest 25% -  
 -15 points  
 Rdg. AMO - N  
 Math AMO – N  
 2011 School Grade A  
 High Standards Rdg. 83  
 High Standards Math 82  
 Lrng Gains-Rdg. 74  
 Lrng Gains-Math 54  
 Gains-Rdg-25% 64  
 Gains-Math – 25% 71  
 2010 School Grade A  
 High Standards Rdg. 84  
 High Standards Math 83  
 Lrng Gains-Rdg. 76  
 Lrng Gains-Math 61  
 Gains-Rdg-25% 67  
 Gains-Math – 25% 84  
 2009 School Grade C  
 High Standards Rdg. 60  
 High Standards Math 66  
 Lrng Gains-Rdg. 67  
 Lrng Gains-Math 67

Gains-Rdg-25% 53  
 Gains-Math – 25% 67

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

56

**# receiving effective rating or higher**

56, 100%

**# Highly Qualified Teachers**

79%

**# certified in-field**

56, 100%

**# ESOL endorsed**

19, 34%

**# reading endorsed**

4, 7%

**# with advanced degrees**

27, 48%

**# National Board Certified**

6, 11%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 2%

**# with 6-14 years of experience**

36, 64%

**# with 15 or more years of experience**

19, 34%

**Education Paraprofessionals****# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

- Provide teachers with opportunities for professional growth
- Review Resumes for appropriate certification for open positions
- Give teachers opportunities to apply for leadership roles within the school

**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**

Our MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Developing a plan of action when students are demonstrating a positive response, have met proficiency by raising goals or providing enrichment respectively, or when grades, subject areas, classes, or individual students have not shown a positive response .
5. Gathering and analyzing data to determine what professional development is appropriate for the faculty as indicated by student progress, or lack of progress, on interim assessments.
6. Ensuring that students in need of intervention are actually receiving the appropriate supplemental intervention to meet their academic needs.

**Tier 2**

Our second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to students who need this additional support.

The MTSS will:

1. Review data for intervention the groups in order to evaluate the effectiveness of the additional intervention program(s).

2. Modify interventions where there is not an overall positive increase in student progress.

Our school improvement plan (SIP) details the school's academic and behavioral goals for the year and how we plan to meet those goals. The implementation of the SIP strategies are closely examined, planned, and monitored by the MTSS. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into on-going progress monitoring and ongoing measures that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

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

At Lamar Louise Curry Middle School, the leadership team is comprised of the following staff members:

Administrators

Principal:

Jean- Rachelle Baril

Assistant Principals:

Dr. Orlando Gonzalez - SIP Coordinator

Janet Boue

Responsibilities:

Schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving, Tier 1, Tier 2, and Tier 3 problem solving:

The following members will also carry out SIP Planning and MTSS problem solving:

Department Chairpersons:

Lourdes Amato - Language Arts

Yolanda Ruiz, Mathematics

Janet Dearmas-Marrero - Science

Raul Anduray - Social Studies

Larry McFarley - Physical Education/Electives

Michelle Lopez - SPED

Janet Elmore - ESOL, SIP Writing Team

Mercedes Suarez - Gifted

Virginia Ruddy - Student Services and Test Chairperson

Iran Miranda - IB Coordinator, SIP Writing Team

Lourdes Hernandez - Reading Contact, SIP Writing Team

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

We will use the Tier 1 and Tier 2 worksheets to document the specific plan to monitor the fidelity of the SIP plan. These documents will be used in our discussions related to review, or revise, our plans to increase student academic and/or behavioral proficiency. By utilizing the 4 step problem solving process we will monitor the fidelity in which data is reviewed each time we meet. Data gathered through the MTSS process will lead the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data will drive instruction and its delivery. Once data is disseminated decisions and procedures will be made to reflect the needs identified. The following systems and assessments will be used to gather data at Lamar Louise Curry Middle School.

- FAIR assessments
- Departmental assessments
- FCAT
- Student Grades
- Student Case Management System
- Interim assessments
- State/Local Math and Science assessments
- Student grades
- School site specific assessments

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures.

**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:** Weekend Program**Minutes added to school year:** 1,440

The school will offer weekend tutoring in mathematics, writing, and reading to enhance student progress in the core subjects.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Progress on in-class assessments and Interim assessments

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

Teachers providing tutoring

**Strategy:** Weekend Program**Minutes added to school year:** 0

The school will also implement our Saturday Academy which focuses on reading and mathematics instruction to targeted students who need this additional support.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Progress will be monitored by means of pre and post test to measure student growth and the program's effectiveness.

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

Assistant Principals, Saturday Academy Coordinator

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

<b>Name</b>	<b>Title</b>
Jean- Rachelle Baril	Principal
Dr. Orlando Gonzalez	Assistant Principal
Janet Boue	Assistant Principal
Lourdes Amato	Language Arts Chair
Yolanda Ruiz	Mathematics Chair
Janet Dearmas-Marrero	Science Chair
Raul Anduray	Social Studies Chair

Name	Title
Larry McFarley	Physical Education/Electives Chair
Michelle Lopez	SPED Chair
Janet Elmore	ESOL Chair
Mercedes Suarez	Gifted Chair
Virginia Ruddy	Student Services and Test Chairperson
Iran Miranda	IB Coordinator
Lourdes Hernandez	Reading Contact

### How the school-based LLT functions

The LLT at Lamar Louise Curry Middle School meets twice a month on Tuesdays for an hour. During these meetings the following items are discussed and reviewed:

- Data results
- Testing
- Implementation of Common Core State Standards
- School Improvement Plan
- SIP Statement for each department are written in order to monitor and assess progress
- Tutoring and resources
- Department concerns, professional development activities
- Intervention strategies for struggling students
- Enrichment for above average students
- Continuous improvement of literacy skills throughout the school wide curriculum.

### Major initiatives of the LLT

For the coming school year, the LLT will evaluate and revise the action plan designed to implement the Common Core State Standards by continuing to develop literacy initiatives that promote text rigor, textual evidence questions, and close read strategies throughout the school. The LLT will continue to provide professional development activities that support these goals.

## Every Teacher Contributes to Reading Instruction

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

All staff members are welcomed to join LLT meetings and receive meeting briefings. LLT members will assist teachers in implementing reading strategies across the curriculum to ensure that reading is covered in all areas. Use of the FCAT Strategies book, FCAT style examinations, use of benchmarks within context will also be utilized. This year we will be incorporating an interdisciplinary unit within all core classrooms.

## 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

Students are provided the opportunity to enroll in courses such as Journalism, Computer Applications, Computer Graphic Design, Art, Music, and Culinary Arts. Each course provides a school-to-career component that allows students to see the relevance between subject and career.



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

School-wide articulation program is implemented that is focused on high school transition, grade level subject selection, magnet fairs, and career specific assemblies.

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	78%	Yes	82%
American Indian				
Asian	85%	95%	Yes	87%
Black/African American	71%	75%	Yes	74%
Hispanic	80%	78%	Yes	82%
White	78%	72%	No	81%
English language learners	48%	49%	Yes	53%
Students with disabilities	48%	49%	Yes	53%
Economically disadvantaged	78%	76%	Yes	80%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	317	29%	32%
Students scoring at or above Achievement Level 4	548	49%	50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

#### 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)	42	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	44%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	36	44%	50%

**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	238	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	69%	No	80%
American Indian				
Asian	98%	92%	No	98%
Black/African American	71%	58%	No	74%
Hispanic	77%	68%	No	79%
White	77%	69%	No	79%
English language learners	50%	36%	No	55%
Students with disabilities	43%	33%	No	49%
Economically disadvantaged	74%	65%	No	77%

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

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

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

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

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		96%	96%
Middle school performance on high school EOC and industry certifications		88%	89%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	39%	40%
Students scoring at or above Achievement Level 4	136	48%	48%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		5%
Students scoring at or above Achievement Level 4	20	95%	95%

**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	87	24%	27%
Students scoring at or above Achievement Level 4	139	38%	39%

**Florida Alternate Assessment (FAA)**

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

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	425	35%	38%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	2	22%	24%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	74	30%	33%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

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

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

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

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	4%	3%
Students who fail a mathematics course	12	1%	1%
Students who fail an English Language Arts course	19	2%	1%
Students who fail two or more courses in any subject	7	1%	1%
Students who receive two or more behavior referrals	112	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	131	12%	11%

## 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

Increase parental attendance at parent events by providing morning and evening sessions in order to increase parental involvement by 5%.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	535	48%	50%
IB Family Nights	135	60%	62%
Student Services Parent Orientations	265	24%	25%
Student Services Parent Workshops	41	3%	5%

## Goals Summary

- G1.** The results of the 2013 FCAT Reading Test indicate that 78% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency by 4percentage points to 82%.
  
- G2.** The results of the 2013 FCAT Writing Test indicates that 43% of students achieved a Level 4 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.
  
- G3.** The results of the 2013 FCAT Writing Test indicates that 66% of students achieved a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3.5 or higher by 5 percentage points.
  
- G4.** The results of the 2013 FCAT Math Test indicate that 69% of students achieved a level 3 proficiency.
  
- G5.** Our goal for Middle School Acceleration for 2013-2014 is to maintain the percentage of students participating and increase the performance of the participating students.
  
- G6.** The results of the 2013 FCAT Science Test indicate that 63% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.
  
- G7.** The results of the 2013 Algebra I EOC Test indicate that 39% of students achieved a level 3 of proficiency. Our goal for 2013-2014 is to increase this by 1% to 40%. Results also indicated that 48% of students achieved a level 4-5 of proficiency. Our goal
  
- G8.** The results of the 2013 Geometry I EOC Test indicate that 5% of students achieved a level 3 or above proficiency and that 95% of the students achieved a level 4-5 of proficiency. Our goal for 2013-2014 is to maintain these percentages..
  
- G9.** Our goal for 2013-14 is to increase the number of STEM related experiences and participation for students by 10%.
  
- G10.** Increase student participation in Middle School Culinary Arts CTSO.
  
- G11.** Results of the 2013 Civics Baseline Assessment indicates that 2% of students achieved Level 3 proficiency. Our goal for tthe 2013-2014 school year is for 70% of our students to achieve Level 3 proficiency on the Civics EOC.
  
- G12.** To identify students at risk because of attendance, failling one or more courses, and/or behavioral issues in order to provide the appropriate interventions and support.

- G13.** An increase in parental involvement will be evident by data gathering and sign-in rosters for school activities including parent workshops, open house, and meetings across all grade levels. Our goal is to increase parental involvement by 5%.

## Goals Detail

**G1.** The results of the 2013 FCAT Reading Test indicate that 78% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency by 4percentage points to 82%.

### Targets Supported

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

### Resources Available to Support the Goal

- Reading Series

### Targeted Barriers to Achieving the Goal

- Performance indicated that 72% of the White subgroup scored at Level 3 or above and they did not meet the AMO target. The target for 2014 is 81%. The area of deficiency for the White subgroup as indicated on the 2013 FCAT 2.0 Reading Test was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- Performance indicated that 29% of students scored at Level 3 proficiency on the 2013 FCAT 2.0 Reading Test. The area of deficiency was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- Performance indicated that 49% of students scored at Level 4 proficiency on the 2013 FCAT 2.0 Reading Test. The area of deficiency was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- Performance data for Learning Gains (All Students) indicate that 78% showed learning gains. The area of deficiency in Category 4 - Informational Text and Research Process.
- Performance data for Learning Gains (Lowest 25%) indicate that 79% showed learning gains. The area of deficiency in Category 4 - Informational Text and Research Process.
- The results of the Spring 2013 Florida CELLA School report indicate that 52% of the students achieved proficiency in Listening and Speaking. Students need additional opportunities in Speaking and Listening experiences.
- The results of the Spring 2013 Florida CELLA School report indicate that 44% of the students achieved proficiency in Reading. Students need additional experiences in basic reading comprehension skills.
- The results of the Spring 2013 Florida CELLA School report indicate that 44% of students achieved proficiency in Writing. Students need experience the elements of writing to include organization, focus, support, and conventions of spelling and grammar.



## Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

### Person or Persons Responsible

Administration MTSS Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G2.** The results of the 2013 FCAT Writing Test indicates that 43% of students achieved a Level 4 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Language Arts Teachers
- New Writing Standards
- ELL Teachers

### Targeted Barriers to Achieving the Goal

- The student need to develop persuasive writing skills that are used for the purpose of influencing the reader.

## Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

### Person or Persons Responsible

Administration MTSS/RTi Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G3.** The results of the 2013 FCAT Writing Test indicates that 66% of students achieved a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3.5 or higher by 5 percentage points.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Language Arts Teachers
- New Writing Standards
- ELL Teachers

**Targeted Barriers to Achieving the Goal**

- The students need to develop persuasive writing skills that are used for the purpose of influencing the reader.

**Plan to Monitor Progress Toward the Goal**

Follow the FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G4.** The results of the 2013 FCAT Math Test indicate that 69% of students achieved a level 3 proficiency.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Holt, McDougal Math Series
- Khan Academy
- FCAT Explorer
- Math Series
- Khan Academy
- FCAT Explorer
- Gizmos
- Carnegie Learning "Mathia"

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for all subgroups as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.
- The area of deficiency for students achieving Level 3 proficiency as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.
- The area of deficiency for students achieving Level 4 and above proficiency as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.
- The area of deficiency for students achieving Learning Gains (All Students) as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.
- The area of deficiency for students achieving Learning Gains (Lowest 25%) as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**Plan to Monitor Progress Toward the Goal**

Follow the FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G5.** Our goal for Middle School Acceleration for 2013-2014 is to maintain the percentage of students participating and increase the performance of the participating students.

**Targets Supported**

**Resources Available to Support the Goal**

- Teacher recommendation
- Parental requests

**Targeted Barriers to Achieving the Goal**

- Data indicates that 96% of our students participate in Middle School Acceleration courses. For 2013-2014 we will maintain this level of participation.

**Plan to Monitor Progress Toward the Goal**

Monitor student schedules for compliance.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student schedules are correct

**G6.** The results of the 2013 FCAT Science Test indicate that 63% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- Pearson Science Series CPO Physical Science
- FCAT Explorer
- Discovery Education
- Gizmo

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for students achieving Level 3 proficiency as noted on the 2013 administration of the FCAT Science Test was Reporting Category - Physical Science.
- The area of deficiency for students achieving Level 4 proficiency as noted on the 2013 administration of the FCAT Science Test was Reporting Category - Physical Science.

### Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

Administration MTSS

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G7.** The results of the 2013 Algebra I EOC Test indicate that 39% of students achieved a level 3 of proficiency. Our goal for 2013-2014 is to increase this by 1% to 40%. Results also indicated that 48% of students achieved a level 4-5 of proficiency. Our goal

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Prentice Hall Algebra Series
- Khan Academy

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 Algebra I EOC Test indicate that the area of deficiency of students achieving Level 3 proficiency was Reporting Category: Polynomials.
- The results of the 2013 Algebra I EOC Test indicate that the area of deficiency of students achieving Level 4 and above proficiency was Reporting Category: Polynomials.

### Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G8.** The results of the 2013 Geometry I EOC Test indicate that 5% of students achieved a level 3 or above proficiency and that 95% of the students achieved a level 4-5 of proficiency. Our goal for 2013-2014 is to maintain these percentages..

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Gizmos
- Reflex Math
- Khan Academy
- Geometry Text Series

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 Geometry EOC Test indicate that the area of deficiency of students achieving Level 3 proficiency was Reporting Category: Trigonometry and Discrete Mathematics.
- The results of the 2013 Geometry EOC Test indicate that the area of deficiency of students achieving Level 4-5 and above proficiency was Reporting Category: Trigonometry and Discrete Mathematics.

**Plan to Monitor Progress Toward the Goal**

Follow the FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

Administration MTSS Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

**G9.** Our goal for 2013-14 is to increase the number of STEM related experiences and participation for students by 10%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fair
- Field Trips
- SECME
- Fairchild Challenge
- Gizmos

**Targeted Barriers to Achieving the Goal**

- Attendance at SECME related activities is not consistent due to conflicting schedules.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

**G10.** Increase student participation in Middle School Culinary Arts CTSO.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Articulation process
- CTE Fair

**Targeted Barriers to Achieving the Goal**

- Students need to be more aware of opportunities to participate in CTSO activities.

### Plan to Monitor Progress Toward the Goal

Ongoing monitoring of implementation of lessons and timely instruction in CTE classrooms through common planning, review of baseline and practice assessment data.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student attendance logs for CTSO activities.

**G11.** Results of the 2013 Civics Baseline Assessment indicates that 2% of students achieved Level 3 proficiency. Our goal for tthe 2013-2014 school year is for 70% of our students to achieve Level 3 proficiency on the Civics EOC.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- Civics Series
- Mock Congress
- Project Citizen

**Targeted Barriers to Achieving the Goal**

- Results from the 2013 Baseline Assessment indicated that students were below proficiency in Reporting Category: Organization and Function of Government.

### Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment - District Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0



**G12.** To identify students at risk because of attendance, failing one or more courses, and/or behavioral issues in order to provide the appropriate interventions and support.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Administration
- Counselors
- MTSS/RTi Team

**Targeted Barriers to Achieving the Goal**

- Data indicates that 4% of our students miss 10% or more of instructional time.
- Data indicates that 12% of our students receive one or more behavior referrals that lead to suspension.
- Data indicates that 1% of our students in Grades 6-8 fail two or more courses in any subject.

**Plan to Monitor Progress Toward the Goal**

Review of attendance, academic, and behavior referral reports

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Minutes of MTSS/Rti meetings

**G13.** An increase in parental involvement will be evident by data gathering and sign-in rosters for school activities including parent workshops, open house, and meetings across all grade levels. Our goal is to increase parental involvement by 5%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Open House

**Targeted Barriers to Achieving the Goal**

- Parents are not able to attend school meetings and/or events due to scheduling conflicts with work.

## Plan to Monitor Progress Toward the Goal

Parent sign-in sheets at Parent Academy Workshops and Parent Events.

**Person or Persons Responsible**

Assistant Principal and Student Services Chair

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Sign-in sheet counts reflect an increase in parental involvement in Parental Involvement activities.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT Reading Test indicate that 78% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency by 4percentage points to 82%.

**G1.B1** Performance indicated that 72% of the White subgroup scored at Level 3 or above and they did not meet the AMO target.The target for 2014 is 81%. The area of deficiency for the White subgroup as indicated on the 2013 FCAT 2.0 Reading Test was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

**G1.B1.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

### Action Step 1

Teachers will emphasize instruction that helps students build stronger arguments to support their answers, examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed, provide additional practice with methods of development and understanding the term supporting details in performance tasks.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student performance on classwork, teacher-made assessments, Benchmark and Interim assessments.

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments.

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G1.B2** Performance indicated that 29% of students scored at Level 3 proficiency on the 2013 FCAT 2.0 Reading Test. The area of deficiency was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

**G1.B2.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas - Assess, organize, and verify the validity and realibility of informational text

### **Action Step 1**

Teachers should emphasize instruction that helps students build stronger arguments to support their answers, examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed, provide additional practice with methods of development and understanding the term supporting details in performance tasks.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student performance on classwork, teacher-made assessments, Benchmark and Interim assessments.

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments.

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G1.B3** Performance indicated that 49% of students scored at Level 4 proficiency on the 2013 FCAT 2.0 Reading Test. The area of deficiency was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

**G1.B3.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas. - Assess, organize, synthesize, and evaluate the validity and reliability of informational text

### Action Step 1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers, examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed, provide additional practice with methods of development and understanding the term supporting details in performance tasks.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student performance on classwork, teacher-made assessments, Benchmark and Interim assessments.

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B3.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G1.B4** Performance data for Learning Gains (All Students) indicate that 78% showed learning gains. The area of deficiency in Category 4 - Informational Text and Research Process.

**G1.B4.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

**Action Step 1**

Teachers should emphasize instruction that helps students build stronger arguments to support their answers, examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed, provide additional practice with methods of development and understanding the term supporting details in performance tasks.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classwork, teacher-made assessments, Benchmark and Interim assessments.

**Action Step 2**

Teachers will attend Professional Development workshops on ELA Common Core Standards

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

September - May

**Evidence of Completion**

Teachers sharing and Implementating ELA Common Core Best Practices in the classrooms

**Facilitator:**

District and Teacher Facilitators

**Participants:**

Teachers



### **Action Step 3**

Before school tutoring program in Reading, Writing, Mathematics

#### **Person or Persons Responsible**

ELL Students

#### **Target Dates or Schedule**

October - March

#### **Evidence of Completion**

Student attendance logs

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments.

### **Plan to Monitor Effectiveness of G1.B4.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G1.B5** Performance data for Learning Gains (Lowest 25%) indicate that 79% showed learning gains. The area of deficiency in Category 4 - Informational Text and Research Process.

**G1.B5.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas. - Intensive Reading class - School Tutoring Program

**Action Step 1**

Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classwork, teacher-made assessments, Benchmark and Interim assessments.

**Action Step 2**

District wide and school-wide Professional Development workshops addressing Best Practices to implement Common Core ELA Standards

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

September - May

**Evidence of Completion**

Best Practice strategies being implemented in the classrooms.

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B5.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G1.B6** The results of the Spring 2013 Florida CELLA School report indicate that 52% of the students achieved proficiency in Listening and Speaking. Students need additional opportunities in Speaking and Listening experiences.

**G1.B6.S1** - Teacher-led groups, illustrations, paraphrasing, expansion, panel discussions based on interactive notebook activities, and teacher/student/Modeling & Roles-playing. - Utilize instructional resources available on the CELLA website.

### **Action Step 1**

The teacher will: - Emphasize instruction that helps student build stronger arguments to support their answers - Examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. The action plan will include collaborative planning where Common Core State Standards, monthly benchmarks, and continuous assessment and data are discussed to design and enhance instruction.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/tests, Interim Assessments

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

FAIR, Benchmark and Interim assessment data Regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT MTSS/Rti Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

FAIR Interim Assessments Teacher Assessments

## Plan to Monitor Effectiveness of G1.B6.S1

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration LLT MTSS/Rti Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G1.B7** The results of the Spring 2013 Florida CELLA School report indicate that 44% of the students achieved proficiency in Reading. Students need additional experiences in basic reading comprehension skills.

**G1.B7.S1** - Provide material that is relevant to the context in order to activate students' knowledge of the topic discussed. -Scaffold instruction during close reading activities. -Engage students in differentiated instruction in order to complete textual evidence questions. -Students read complex text through a variety of genres.

### Action Step 1

Teachers will implement the following action plan: -Use English Language Common Core State Standards to support reading comprehension in a variety of genres. -Provide students the opportunity to respond to literature and text through extended written responses. -Provide students to the opportunity to apply close reading strategies in all types of text (informational, poetry, and literature).

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/Test, Interim Assessments, FAIR Assessment

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B7.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G1.B8** The results of the Spring 2013 Florida CELLA School report indicate that 44% of students achieved proficiency in Writing. Students need experience the elements of writing to include organization, focus, support, and conventions of spelling and grammar.

**G1.B8.S1** Teacher will provide instructional strategies and activities that include: - Opinion proofs - Questions and answer relationships - Note taking and summarization skills - Questioning the author - Having students read a variety of sources and genres - Analyze the structure an author uses to organize text, including hoe the more sections contribute to the whole and to the development of ideas

### **Action Step 1**

The teacher will: - Emphasize instruction that helps student build stronger arguments to support their answers - Examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. The action plan will include collaborative planning where Common Core State Standards, monthly benchmarks, and continuous assessment and data are discussed to design and enhance instruction.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/tests, Interim Assessments

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

Monitor school and District benchmark data

#### **Person or Persons Responsible**

Administration LLT MTSS/Rti

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

.Teacher-made Writing Assessments District Writing Baseline Assessment

## Plan to Monitor Effectiveness of G1.B8.S1

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed

### Person or Persons Responsible

Administration LLT MTSS/Rti Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G2.** The results of the 2013 FCAT Writing Test indicates that 43% of students achieved a Level 4 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.

**G2.B1** The student need to develop persuasive writing skills that are used for the purpose of influencing the reader.

**G2.B1.S1** - Review persuasive writing techniques with students. - Students select a favorite topic or activity and write a persuasive text that shows why the topic or activity is important. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. - Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. - Establish and maintain a formal style. - Providing a concluding statement or section that follows from the supports the argument presented. - Write routinely over extended time frames on a variety of discipline-specific tasks, purposes, and audiences.

### Action Step 1

- Writing persuasive text that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; - Use of persuasive writing techniques - Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/Tests, Benchmark and Interim Assessments



## **Action Step 2**

District wide and school-wide Professional Development workshops addressing Best Practices to enhance student Writing

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

September - May

### **Evidence of Completion**

Best Practice strategies being implemented in the classrooms.

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

### **Person or Persons Responsible**

Administration LLT

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### **Person or Persons Responsible**

Administration LLT

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G3.** The results of the 2013 FCAT Writing Test indicates that 66% of students achieved a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3.5 or higher by 5 percentage points.

**G3.B1** The students need to develop persuasive writing skills that are used for the purpose of influencing the reader.

**G3.B1.S1** - Review persuasive writing techniques with students. - Students select a favorite topic or activity and write a persuasive text that shows why the topic or activity is important. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. - Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. - Establish and maintain a formal style. - Providing a concluding statement or section that follows from the supports the argument presented. - Write routinely over extended time frames on a variety of discipline-specific tasks, purposes, and audiences.

### **Action Step 1**

- Writing persuasive text that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; - Use of persuasive writing techniques - Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/Tests, Benchmark and Interim Assessments

## Action Step 2

District and School-wide Writing workshops

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

September - May

### Evidence of Completion

Writing Best Practices being implemented in the classrooms

### Facilitator:

Distict and School Facilitators

### Participants:

Core Area and Elective Teachers

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data

### Person or Persons Responsible

Administration LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed

### Person or Persons Responsible

Administration LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed

**G4.** The results of the 2013 FCAT Math Test indicate that 69% of students achieved a level 3 proficiency.

**G4.B1** The area of deficiency for all subgroups as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**G4.B1.S1** - Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. - Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. - Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. - Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

### **Action Step 1**

- Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. - Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. - Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/tests, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration MTSS/Rti Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments.

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration MTSS/RTI Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G4.B2** The area of deficiency for students achieving Level 3 proficiency as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**G4.B2.S1** - Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. - Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. - Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. - Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

### Action Step 1

Teachers will: - Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. - Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. - Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/tests, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G4.B2.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Administration LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments Student work In-class assessments

**G4.B3** The area of deficiency for students achieving Level 4 and above proficiency as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**G4.B3.S1** - Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. - Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. - Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools including virtual and concrete manipulatives.

### **Action Step 1**

Teachers will: - Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. - Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. - Provide contexts for mathematical exploration and the development of student understanding in the areas of expression and equations through the use of manipulatives and engaging opportunities for practice.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/tests, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration MTSS/RTI Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G4.B3.S1

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed

### Person or Persons Responsible

Administration MTSS/RTI Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G4.B4** The area of deficiency for students achieving Learning Gains (All Students) as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**G4.B4.S1** - Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement. - Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

### Action Step 1

Teachers will: - Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. - Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. - Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/tests, Interim Assessments



## **Action Step 2**

District and School-wide workshops addressing Best Practices for teaching the Mathematics Common Core Standards

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

September - May

### **Evidence of Completion**

Best Practices being implemented in the classrooms addressing the Mathematics Common Core Standards

### **Facilitator:**

District and School facilitators

### **Participants:**

Mathematics teachers

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

### **Person or Persons Responsible**

Administration MTSS/RTI Team

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G4.B4.S1

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration MTSS/RTi

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G4.B5** The area of deficiency for students achieving Learning Gains (Lowest 25%) as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**G4.B5.S1** - Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. - Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. - Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. - Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement. - Providing additional tutoring to targeted students

### Action Step 1

- Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. - Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. - Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/Tests, Interim Assessments

### **Plan to Monitor Fidelity of Implementation of G4.B5.S1**

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

**Person or Persons Responsible**

Administration MTSS/RTi

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G4.B5.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

**Person or Persons Responsible**

Administration MTSS/RTi

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments Student work In-class assessments

**G5.** Our goal for Middle School Acceleration for 2013-2014 is to maintain the percentage of students participating and increase the performance of the participating students.

**G5.B1** Data indicates that 96% of our students participate in Middle School Acceleration courses. For 2013-2014 we will maintain this level of participation.

**G5.B1.S1** - Identify 8th grade students who achieved Level 3 or above proficiency on the 2013 FCAT 2.0 Mathematics Assessment and place them in the Algebra I course. - Identify 7th grade students who achieved Level 3 or above proficiency on the 2013 FCAT 2.0 Mathematics Assessment and place them in the Algebra I course per teacher recommendation - Identify 8th grade students who achieved Level 4 or above proficiency on the 2013 FCAT 2.0 Mathematics Assessment and place them in the Geometry course..

**Action Step 1**

Identify and place students in Algebra I and Geometry courses.

**Person or Persons Responsible**

Teachers Counselors

**Target Dates or Schedule**

August - September 2013

**Evidence of Completion**

Studeent schedules reflect that students have been placed in the Algebra I and Geometry courses

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

Ensure that students have been placed in the Algebra I and Geometry courses

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student schedules reflect that students have been placed in the Algebra I and Geometry courses

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

Student schedules will be reviewed on an ongoing basis and will be adjusted as needed.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student schedules are correct.

**G6.** The results of the 2013 FCAT Science Test indicate that 63% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.

**G6.B1** The area of deficiency for students achieving Level 3 proficiency as noted on the 2013 administration of the FCAT Science Test was Reporting Category - Physical Science.

**G6.B1.S1** - Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students. - Increase labs and hands-on activities - Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. - Provide problem based learning activities in conjunction with specific Physical Science manipulatives.

### Action Step 1

- Incorporate instructional technology resources into lesson plans. - Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science. - Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classwork, teacher made assessments, technology being implemented in the classrooms

## **Action Step 2**

District and School-wide workshops addressing Best Practices in Science

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

September - May

### **Evidence of Completion**

Science Best Practices being implemented in the classrooms

### **Facilitator:**

District and School Facilitators

### **Participants:**

Science Teachers

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

### **Person or Persons Responsible**

Administration MTSS/RTi Team

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments.

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration MTSS/RTI Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Students will consistently be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance. This will be monitored by: Formative Assessments Student work In-class assessments

**G6.B2** The area of deficiency for students achieving Level 4 proficiency as noted on the 2013 administration of the FCAT Science Test was Reporting Category - Physical Science.

**G6.B2.S1** - Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students - Increase labs and hands-on activities - Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. - Provide problem based learning activities in conjunction with specific Physical Science manipulatives.

### Action Step 1

- Incorporate instructional technology resources into lesson plans. - Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science. - Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students performing at the mastery level of this reporting category will consistently be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

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

Ongoing monitoring of Benchmark and Interim assessment data

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G6.B2.S1**

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments Student work In-class assessments



**G7.** The results of the 2013 Algebra I EOC Test indicate that 39% of students achieved a level 3 of proficiency. Our goal for 2013-2014 is to increase this by 1% to 40%. Results also indicated that 48% of students achieved a level 4-5 of proficiency. Our goal

**G7.B1** The results of the 2013 Algebra I EOC Test indicate that the area of deficiency of students achieving Level 3 proficiency was Reporting Category: Polynomials.

**G7.B1.S1** Provide opportunities for students to practice the content so they will be able to: - Apply the laws of exponents to simplify monomial expressions with integral exponents. - Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. - Completely factor polynomials. - Simplify rational expressions. - Divide polynomials by monomials.

### **Action Step 1**

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials. - Provide opportunities for students to model real world situations with polynomials equations using multiple and to find ways to combine those perspectives to reach deeper conclusions and connections. - Provide opportunities for students to construct arguments and critique arguments of peers.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/tests, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration MTSS/RTI Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration MTSS/RTi Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G7.B2** The results of the 2013 Algebra I EOC Test indicate that the area of deficiency of students achieving Level 4 and above proficiency was Reporting Category: Polynomials.

**G7.B2.S1** Provide opportunities for students to master the content so they will be able to: - Apply the laws of exponents to simplify monomial expressions with integral exponents - Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. - Completely factor polynomials expressions when more than one method is required. - Simplify rational expressions. - Divide polynomials by monomials.

### Action Step 1

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials. - Provide opportunities for students to model real world situations with polynomials equations using multiple and to find ways to combine those perspectives to reach deeper conclusions and connections. - Provide opportunities for students to construct arguments and critique arguments of peers.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/test, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

**Person or Persons Responsible**

Administration MTSS/RTi Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments Student work In-class assessments

**G8.** The results of the 2013 Geometry I EOC Test indicate that 5% of students achieved a level 3 or above proficiency and that 95% of the students achieved a level 4-5 of proficiency. Our goal for 2013-2014 is to maintain these percentages..

**G8.B1** The results of the 2013 Geometry EOC Test indicate that the area of deficiency of students achieving Level 3 proficiency was Reporting Category: Trigonometry and Discrete Mathematics.

**G8.B1.S1** - Provide opportunities for students to practice the content so they will be able to: - Identify the converse, inverse, or contra-positive of a given statement. - Determine whether two propositions are logically equivalent in mathematical or real-world contexts. - Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures

### **Action Step 1**

- Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real-world problems involving right triangles - Provide opportunities for students to construct arguments and critique arguments of peers. - Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, Quizzes/tests, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

#### **Person or Persons Responsible**

Administration MTSS Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration MTSS Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G8.B2** The results of the 2013 Geometry EOC Test indicate that the area of deficiency of students achieving Level 4-5 and above proficiency was Reporting Category: Trigonometry and Discrete Mathematics.

**G8.B2.S1** - Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real-world problems involving right triangles - Provide opportunities for students to construct arguments and critique arguments of peers. - Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

### Action Step 1

- Provide opportunities for students to practice the content so they will be able to: - Identify the converse, inverse, or contra-positive of a given statement. - Determine whether two propositions are logically equivalent in mathematical or real-world contexts. - Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/tests, Interim Assessments

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

**Person or Persons Responsible**

Administration MTSS Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

**Person or Persons Responsible**

Administration MTSS Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments Student work In-class assessments

**G9.** Our goal for 2013-14 is to increase the number of STEM related experiences and participation for students by 10%.

**G9.B1** Attendance at SECME related activities is not consistent due to conflicting schedules.

**G9.B1.S1** - Schedule SECME activities at varying times so attendance would be increased. - Develop a notification system where information regarding meetings are more efficiently disseminated.

**Action Step 1**

- Use Gizmo - Participate in the Science Fair - Participate in SECME - Participate in competitions competitions

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

- Gizmo usage reports - Teacher made rubrics - Competition results

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

Ongoing monitoring of Gizmo usage reports, STEM related activities, and competition participation.

**Person or Persons Responsible**

Administration LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

- Gizmo usage reports - Participation in STEM activities and competitions

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

**Person or Persons Responsible**

Administration LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

**G10. Increase student participation in Middle School Culinary Arts CTSO.**

**G10.B1 Students need to be more aware of opportunities to participate in CTSO activities.**

**G10.B1.S1** - Encourage articulation of middle and elementaryfeeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment. - CTE Coordinator implements CTE program, state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

**Action Step 1**

Implementation lessons and timely instruction in CTE classrooms through common planning, review of baseline and practice assessment data.

**Person or Persons Responsible**

CTE Coordinator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student attendance logs for CTSO activities.

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

Review of lesson plans and classroom walk-throughs

**Person or Persons Responsible**

CTE Coordinator Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans accurately reflect CTE components and curricular standards



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

Monthly monitoring of implementation of lessons and timely instruction in CTE classrooms through common planning, review of baseline and practice assessment data

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Monthly

### Evidence of Completion

Plans reflect curricular alignment with CTE goals

**G11.** Results of the 2013 Civics Baseline Assessment indicates that 2% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is for 70% of our students to achieve Level 3 proficiency on the Civics EOC.

**G11.B1** Results from the 2013 Baseline Assessment indicated that students were below proficiency in Reporting Category: Organization and Function of Government.

**G11.B1.S1** - Students will analyze and interpret primary and secondary sources of information that relate to the Organization and Function of Government - Students will explore the different organizations of government and their functions. - Students will strengthen their understanding of the Organization and Function of Government by reading and interpreting graph, charts, timelines, political cartoons, and other graphic representations.

### Action Step 1

- Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery - Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery. - Provide activities that allow students to interpret primary and secondary sources of information.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Quizzes/Tests, Interim Assessments

## Action Step 2

District and School-wide workshops addressing Best Practices for teaching Civics

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

September - May

### Evidence of Completion

Best Practices being implemented in the Civics classrooms

### Facilitator:

District and School facilitators

### Participants:

Civics Teachers

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

Ongoing monitoring of Benchmark and Interim assessment data, regularly scheduled meetings to discuss review student performance data.

### Person or Persons Responsible

Administration LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments

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

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed.

### Person or Persons Responsible

Administration LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Student work In-class assessments

**G12.** To identify students at risk because of attendance, failing one or more courses, and/or behavioral issues in order to provide the appropriate interventions and support.

**G12.B1** Data indicates that 4% of our students miss 10% or more of instructional time.

**G12.B1.S1** - Refer students who are developing a pattern of non-attendance to the MYTSS/RTi Team - Conduct parent conferences to address attendance concerns - Provide incentives for perfect/improved attendance

**Action Step 1**

Ongoing monitoring of attendance reports

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Minutes of MTSS/RTi meetings

**Action Step 2**

Attendance incentives

**Person or Persons Responsible**

Students who improve their attendance

**Target Dates or Schedule**

May 2014

**Evidence of Completion**

Students receiving improved attendance awards

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

Review of attendance reports

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Minutes of MTSS/Rti meetings

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

Review of attendance reports

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Minutes of MTSS/RTi meetings

**G12.B2** Data indicates that 12% of our students receive one or more behavior referrals that lead to suspension.

**G12.B2.S1** - MTSS/Rti Team will monitor students receiving more than two behavior referrals - Providing Peer Mediation to assist with conflict resolution - Provide tutorial program to address student academic needs

**Action Step 1**

- MTSS/Rti Team will monitor students receiving more than two behavior referrals - Providing Peer Mediation to assist with conflict resolution - Coinducting Parent Conferences to address behavior concerns

**Person or Persons Responsible**

Administrattion Counselors Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Conference logs Conflict mediation logs Minutes of MTSS/Rti meetings

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

Ongoing monitoring of behavior referrals

**Person or Persons Responsible**

MTSS/Rti Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Minutes of MTSS/Rti meetings

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

Review of behavior referral reports

### Person or Persons Responsible

MTSS/Rti Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Minutes of MTSS/Rti meetings

**G12.B3** Data indicates that 1% of our students in Grades 6-8 fail two or more courses in any subject.

**G12.B3.S1** - MTSS/Rti Team will monitor students failing one or more courses in the marking period - Conduct Parent Conferences to address academic concerns - Provide tutorial program to address student academic needs

### Action Step 1

Ongoing monitoring of academic reports

#### Person or Persons Responsible

MTSS/Rti Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Minutes of MTSS/Rti meetings Parent Conference Logs

### Action Step 2

Academic incentives

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

May 2014

#### Evidence of Completion

Students receiving academic improvement awards

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

Monitoring of academic reports

**Person or Persons Responsible**

MTSS/Rti Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Minutes of MTSS/Rti meetings

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

Review of academic reports

**Person or Persons Responsible**

MTSS/Rti Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Minutes of MTSS/Rti meetings

**G13.** An increase in parental involvement will be evident by data gathering and sign-in rosters for school activities including parent workshops, open house, and meetings across all grade levels. Our goal is to increase parental involvement by 5%.

**G13.B1** Parents are not able to attend school meetings and/or events due to scheduling conflicts with work.

**G13.B1.S1** 1. Conduct a parent survey to ascertain what times are preferred for parental meetings to be scheduled. 2. Conduct a parent survey to ascertain what topics are of most interest to parents. 3. Schedule meetings and topics around the preferred times indicated by the parent surveys.

**Action Step 1**

Schedule meetings and topics around parent work schedules in order for attendance to be at its optimum.

**Person or Persons Responsible**

Student Services Department

**Target Dates or Schedule**

On-going

**Evidence of Completion**

The percentage of parental involvement will increased as compared to the 2012-2013 school year.

**Plan to Monitor Fidelity of Implementation of G13.B1.S1**

Monitor the Parent Academy calendar to ensure that meetings and topics reflect parent preferences.

**Person or Persons Responsible**

Assistant Principals

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Parent Academy calendar addresses a variety of times and topics.



## **Plan to Monitor Effectiveness of G13.B1.S1**

Review attendance figures for the school year to ascertain that the number of parents who attended Parent Academy workshops and activities increased from the previous year.

### **Person or Persons Responsible**

Assistant Principal, Student Services Chair

### **Target Dates or Schedule**

June 2014

### **Evidence of Completion**

The number of parents attending Parent Academy workshops has increased from the previous year.

## Coordination and Integration

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

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

Title III-ELA Tutoring Funds will be used to provide our ELL students with additional assistance in Reading, Math, and Writing.

Our Drug Free Youth In-Town Program (DFYIT) provides student with drug awareness and provides them with skills to address the different types of peer pressure.

We implement the District's Ant-Bullying Program which provides awareness, prevention, and education in promoting a school atmosphere in which bullying, harrassment, and intimidation are not tolerated.

The School Food Service Program provides breakfats and lunch which are aligned with the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## 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.** The results of the 2013 FCAT Reading Test indicate that 78% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency by 4percentage points to 82%.

**G1.B4** Performance data for Learning Gains (All Students) indicate that 78% showed learning gains. The area of deficiency in Category 4 - Informational Text and Research Process.

**G1.B4.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

### PD Opportunity 1

Teachers will attend Professional Development workshops on ELA Common Core Standards

#### Facilitator

District and Teacher Facilitators

#### Participants

Teachers

#### Target Dates or Schedule

September - May

#### Evidence of Completion

Teachers sharing and Implementating ELA Common Core Best Practices in the classrooms

**G3.** The results of the 2013 FCAT Writing Test indicates that 66% of students achieved a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3.5 or higher by 5 percentage points.

**G3.B1** The students need to develop persuasive writing skills that are used for the purpose of influencing the reader.

**G3.B1.S1** - Review persuasive writing techniques with students. - Students select a favorite topic or activity and write a persuasive text that shows why the topic or activity is important. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. - Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. - Establish and maintain a formal style. - Providing a concluding statement or section that follows from the supports the argument presented. - Write routinely over extended time frames on a variety of discipline-specific tasks, purposes, and audiences.

### **PD Opportunity 1**

District and School-wide Writing workshops

#### **Facilitator**

Distict and School Facilitators

#### **Participants**

Core Area and Elective Teachers

#### **Target Dates or Schedule**

September - May

#### **Evidence of Completion**

Writing Best Practices being implemented in the classrooms

**G4.** The results of the 2013 FCAT Math Test indicate that 69% of students achieved a level 3 proficiency.

**G4.B4** The area of deficiency for students achieving Learning Gains (All Students) as indicated on the 2013 FCAT Math Test was Reporting Category: Geometry and Measurement.

**G4.B4.S1** - Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement. - Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

### **PD Opportunity 1**

District and School-wide workshops addressing Best Practices for teaching the Mathematics Common Core Standards

#### **Facilitator**

District and School facilitators

#### **Participants**

Mathematics teachers

#### **Target Dates or Schedule**

September - May

#### **Evidence of Completion**

Best Practices being implemented in the classrooms addressing the Mathematics Common Core Standards

**G6.** The results of the 2013 FCAT Science Test indicate that 63% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 or higher by 3 percentage points.

**G6.B1** The area of deficiency for students achieving Level 3 proficiency as noted on the 2013 administration of the FCAT Science Test was Reporting Category - Physical Science.

**G6.B1.S1** - Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students. - Increase labs and hands-on activities - Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. - Provide problem based learning activities in conjunction with specific Physical Science manipulatives.

### **PD Opportunity 1**

District and School-wide workshops addressing Best Practices in Science

#### **Facilitator**

District and School Facilitators

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

September - May

#### **Evidence of Completion**

Science Best Practices being implemented in the classrooms

**G11.** Results of the 2013 Civics Baseline Assessment indicates that 2% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is for 70% of our students to achieve Level 3 proficiency on the Civics EOC.

**G11.B1** Results from the 2013 Baseline Assessment indicated that students were below proficiency in Reporting Category: Organization and Function of Government.

**G11.B1.S1** - Students will analyze and interpret primary and secondary sources of information that relate to the Organization and Function of Government - Students will explore the different organizations of government and their functions. - Students will strengthen their understanding of the Organization and Function of Government by reading and interpreting graph, charts, timelines, political cartoons, and other graphic representations.

### **PD Opportunity 1**

District and School-wide workshops addressing Best Practices for teaching Civics

#### **Facilitator**

District and School facilitators

#### **Participants**

Civics Teachers

#### **Target Dates or Schedule**

September - May

#### **Evidence of Completion**

Best Practices being implemented in the Civics classrooms

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicate that 78% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency by 4percentage points to 82%.	\$5,000
G12.	To identify students at risk because of attendance, failling one or more courses, and/or behavioral issues in order to provide the appropriate interventions and support.	\$2,000
Total		\$7,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
EESAC	\$2,000	\$0	\$2,000
Title III ELA Funds	\$0	\$5,000	\$5,000
Total	\$2,000	\$5,000	\$7,000

### Budget Details

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



**G1.** The results of the 2013 FCAT Reading Test indicate that 78% of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring at proficiency by 4percentage points to 82%.

**G1.B4** Performance data for Learning Gains (All Students) indicate that 78% showed learning gains. The area of deficiency in Category 4 - Informational Text and Research Process.

**G1.B4.S1** Teachers will provide instructional strategies and activities that include: - opinion proofs - question-and-answer relationships - note-taking and summarization skills - questioning the author - having students to read from a wide variety of sources - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

### **Action Step 3**

Before school tutoring program in Reading, Writing, Mathematics

#### **Resource Type**

Personnel

#### **Resource**

Hourly Teachers

#### **Funding Source**

Title III ELA Funds

#### **Amount Needed**

\$5,000

**G12.** To identify students at risk because of attendance, failing one or more courses, and/or behavioral issues in order to provide the appropriate interventions and support.

**G12.B1** Data indicates that 4% of our students miss 10% or more of instructional time.

**G12.B1.S1** - Refer students who are developing a pattern of non-attendance to the MYTSS/RTi Team - Conduct parent conferences to address attendance concerns - Provide incentives for perfect/improved attendance

**Action Step 2**

Attendance incentives

**Resource Type**

Other

**Resource**

Incentives

**Funding Source**

EESAC

**Amount Needed**

\$1,000

**G12.B3** Data indicates that 1% of our students in Grades 6-8 fail two or more courses in any subject.

**G12.B3.S1** - MTSS/RTi Team will monitor students failing one or more courses in the marking period - Conduct Parent Conferences to address academic concerns - Provide tutorial program to address student academic needs

**Action Step 2**

Academic incentives

**Resource Type**

Other

**Resource**

Incentives

**Funding Source**

EESAC

**Amount Needed**

\$1,000