2013-2014 SCHOOL IMPROVEMENT PLAN

Ponce De Leon Middle School

5801 AUGUSTO ST
Coral Gables, FL 33146
305-661-1611
http://ponce.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	A	A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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
Ponce De Leon Middle School

Principal
Martha C. Chang

School Advisory Council chair
Stephanie Milford

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

Name	Title
Yader F. Lacayo	Assistant Principal
Jeanette Sierra-Funcia	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1, UTD steward - 1, Teachers - 5, Parents - 7, Educational Support - 1, Student - 1, Business Community Representative - 2

Involvement of the SAC in the development of the SIP

The EESAC will assist in the development and implementation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The EESAC will assist in the development and implementation of the School Improvement Plan. The EESAC will also review and provide input on curricular issues as they relate to increasing student achievement.

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

EESAC funds will be used to purchase FCAT Reading incentives. ($ 500.00)
EESAC funds will be used to purchase FCAT Mathematics incentives. ($500.00)
EESAC funds will be used to purchase FCAT Science incentives. ($250.00)

EESAC funds will be used to purchase FCAT Writing incentives ($250.00)
EESAC funds will be used to purchase student incentives for attendance and suspension goal.($400.00)

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

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

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

Administrators

# of administrators
3

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

Administrator Information:

Martha C. Chang		
Principal	Years as Administrator: 11	Years at Current School: 2

Credentials	Bachelor of Science in Secondary Education, Indiana University Master of Science in Mathematics Education, Florida State University Educational Specialist in Educational Leadership, Nova Southeastern Educational Specialist in Education, University of Central Florida Certifications: Middle Grades Math (5-9), Gifted Endorsement and Educational Leadership
Performance Record	2013 – School Grade B Rdg. Proficiency, 61% Math Proficiency, 54% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –61 Math AMO–54 2012 – School Grade A Rdg. Proficiency,60% Math Proficiency, 58% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 71 points 2011 – School Grade C Rdg. Proficiency, 15% Math Proficiency, 41% Rdg. Lrg. Gains, 41 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 65 points AMO - Reading 32, Math 28 2010 – School Grade C Rdg. Proficiency, 12% Math Proficiency, 42% Rdg. Lrg. Gains, 41points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% -

89 points
2009 – School Grade B
Rdg. Proficiency, 46%
Math Proficiency, 74%
Rdg. Lrg. Gains, 59 points
Math Lrg. Gains, 77points
Rdg. Imp. of Lowest 25% -
58 points
Math Imp. of Lowest 25% -
73 points

Yader F. Lacayo		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	Bachelor of Science in Mathematics Education, Florida International University Master of Science in Mathematics, Florida International University Certifications: Math Grades 6-12 Ed. Leadership
Performance Record	2013 – School Grade B Rdg. Proficiency, 61% Math Proficiency, 54% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 62 points Rdg. AMO – 61 Math AMO–54 2012 – School Grade A Rdg. Proficiency,60% Math Proficiency, 58% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 71 points 2011 – School Grade A Rdg. Proficiency, 69% Math Proficiency, 64% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 71points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 68 points 2010 – School Grade A Rdg. Proficiency, 71% Math Proficiency, 65% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 68points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 68 points 2009 – School Grade C Rdg. Proficiency, 30% Math Proficiency, 62%

Rdg. Lrg. Gains, 26 points
Math Lrg. Gains, 75 points
Rdg. Imp. of Lowest 25% -
57 points
Math Imp. of Lowest 25% -
73 points

Jeanette Sierra-Funcia		
Asst Principal	Years as Administrator: 10	Years at Current School: 4

Credentials	Bachelor of Science in Criminal Justice, Florida International University Master of Science in Social Science Education, Nova Southeastern University Certifications: Ed. Leadership, Social Science, Middle Grades Social Science (5-9)
Performance Record	2013 – School Grade B Rdg. Proficiency, 61% Math Proficiency, 54% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –61 Math AMO–54 2012 – School Grade A Rdg. Proficiency,60% Math Proficiency, 58% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 71 points 2011 – School Grade Rdg. Proficiency, 69% Math Proficiency, 64% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 71points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 68 points 2010 – School Grade D Rdg. Proficiency, 35% Math Proficiency, 41% Rdg. Lrg. Gains, 51points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 60 points 2009 – School Grade Rdg. Proficiency, 35%

Math Proficiency, 35%
Rdg. Lrg. Gains, 57 points
Math Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% -
69 points
Math Imp. of Lowest 25% -
65 points

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
61, 100%

 # Highly Qualified Teachers
69%

 # certified in-field
40, 66%

 # ESOL endorsed
18, 30%

 # reading endorsed
10, 16%

 # with advanced degrees
33, 54%

 # National Board Certified
1, 2%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
4, 7%

 # with 6-14 years of experience
40, 66%

 # with 15 or more years of experience
17, 28%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
, 0%

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

Regular meetings of new teachers with Reading and/or Mathematics Curriculum Leader.
Mentor teacher partnership and soliciting referrals from current employees.

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Regular meetings of new teachers with Reading and/or Mathematics Curriculum Leader
2. Mentor teacher partnership
3. Soliciting referrals from current employees

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS/RtI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year 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? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The 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 groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed

implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year.to The MTSS/RtI 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 progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) 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/RtI 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.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
• Administrator(s) (Yader Lacayo, Jeanette Sierra-Funcia) who will schedule and facilitate regular RtI 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
• School reading (Yuneisy Morell), math (Phillis Bellinger), science (Eugenio Machado)
• Special education personnel (Magaly Ercilla)
• School guidance counselor (Sonia Alvarez)
• School psychologist (Erena Gonzalez-Guemes)
• School social worker (Stacy Pacoloute)
• Member of advisory group, community stakeholders, parents (Stephanie Milford, Deepali Verma, Eliza Gelin)
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (bi-monthly) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected (Yuneisy Morell, Lillian Mila, Phillis Bellinger) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (Yader Lacayo, Jeanette Sierra-Funcia) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/RtI implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RtI process informs the discussion at MTSS/RtI 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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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/RtI district professional development which consists of;
1. Administrators will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/RtI team members will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida MTSS/RtI online training at providing a network of ongoing support for MTSS/RtI.
In addition, the MTSS/RtI Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS/RtI to parents and hand out parent MTSS/RtI brochures (available at http://rti.dadeschools).
A description of MTSS/RtI and MTSS/RtI parent resources will be available on the school's website.

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: 960

Instruction provided will be differentiated to meet the needs of individual students, Saturday school will begin in January 2014 and will offer targeted tutoring in Reading and Mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Upon their entrance to the program, each student will be assessed to determine their area of weakness, Students will be assessed to determine student progress based on baseline data during the 4th week of instruction and again at the completion of the program.

Who is responsible for monitoring implementation of this strategy?

Administration, Saturday school teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Martha C. Chang	Principal
Jeanette Sierra-Funcia	Assistant Principal
Yader Lacayo	Assistant Principal
Phillis Bellinger	Mathematics Curriculum Leader
Lillian Mila	Language Arts Curriculum Leader
Eugenio Machado	Science Curriculum Leader
Ann Lee	Humanities Curriculum Leader
Glenn Drew	United Teachers of Dade Steard
Magaly Ercilla	Special Education Curriculum Leader
Yudenis Fernandez	English Language Learners Curriculum Leader
Yuneisy Morell	Reading Curriculum Leader
Javier Trujillo	Electives Curriculum Leader
Maria I. Delgado	Foreign Languages Curriculum Leader

How the school-based LLT functions

The LLT will meet monthly throughout the school year. The principal will nurture the vision for improved school-wide literacy across all content areas by being an active member in all Literacy Leadership Team meetings and activities. The principal will provide essential resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her knowledge in reading instruction, evaluation, and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee

fidelity of implementation of the K-12 CIRP. The reading coach will provide enthusiasm and encourage a spirit of teamwork within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Major initiatives of the LLT

The LLT will work collaboratively to ensure the implementation of the CIRP. We will ensure that the teachers are utilizing Voyager Passport Reading Journeys in the Intensive Reading classes and Language! for the Intensive Reading Plus classes. CIRPs include instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. The LLT will also initiate the use of Accelerated Reader through the advisement period.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. Literacy leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. Administrative staff is monitoring the implementation of Reading Strategies across the curriculum.

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

Ponce de Leon Middle School is an Internal Baccalaureate Middle Years Programme (IBMYP). The IBMYP allows students to make the connection between the relevance of what they are learning and the global impact. Students complete standards based projects throughout the three year program.

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

Career planning is incorporated throughout all subject areas, with a specific focus in 7th grade Civics. School-wide Magnet High School Fair is held for all 8th graders in early October at the beginning of magnet season. High schools also schedule visits to discuss requirements and academy selection.

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	64%	61%	No	68%
American Indian				
Asian	81%	90%	Yes	83%
Black/African American	48%	33%	No	54%
Hispanic	65%	62%	No	69%
White	80%	85%	Yes	82%
English language learners	42%	37%	No	48%
Students with disabilities	38%	27%	No	44%
Economically disadvantaged	59%	56%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	307	29%	35%
Students scoring at or above Achievement Level 4	327	30%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		60%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	52	36%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	22%	30%

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	159	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	54%	No	65%
American Indian				
Asian	100%	80%	No	100%
Black/African American	44%	30%	No	50%
Hispanic	62%	54%	No	66%
White	75%	79%	Yes	78%
English language learners	44%	37%	No	50%
Students with disabilities	37%	21%	No	43%
Economically disadvantaged	56%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	211	24%	41%
Students scoring at or above Achievement Level 4	149	17%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		90%	91%
Middle school performance on high school EOC and industry certifications		92%	93%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%		No	65%
American Indian				
Asian	100%		No	100%
Black/African American	44%		No	50%
Hispanic	62%		No	66%
White	75%		No	78%
English language learners	44%		No	50%
Students with disabilities	37%		No	43%
Economically disadvantaged	56%		No	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	39%	40%
Students scoring at or above Achievement Level 4	109	52%	52%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	20	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	19%	23%
Students scoring at or above Achievement Level 4	104	30%	32%

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)	7		10
Participation in STEM-related experiences provided for students	43	18%	70%

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	128	11%	10%
Students who fail a mathematics course	19	2%	1%
Students who fail an English Language Arts course	36	3%	2%
Students who fail two or more courses in any subject	27	2%	1%
Students who receive two or more behavior referrals	190	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	190	17%	16%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Title 1 School, see PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 students proficiency by 6 percentage points to 35%.

G2. The results of the 2012-2013 FCAT Writing Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 4.0 or higher in Writing to 51 %.

G3. Our schools recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more.

G4. The results of the 2012-2013 Algebra 1 EOC Assessment indicate that 39% (82) of students scored at level 3, 52% (109) scored at levels 4-5. Our goal for the 2013-2014 school year is to maintain in the percentage of students achieving proficiency.

G5. The results of the 2012- 2013 Geometry EOC Assessment indicate that 100% (20) of students scored in the upper third, levels 4-5. Our goal for the 2013- 2014 school year is to maintain the percentage of students scoring in the upper third.

G6. On the 2013 administration of the Science FCAT, 19% of students achieved proficiency (FCAT Level 3) 30% scored at levels 4-5. The expected level of performance for 2014 is 23% achieving proficiency at level 3 and 32% at levels 4-5.

G7. The results of the 2013 FCAT indicate that 29% of students achieved proficiency (FCAT Level 3). Our goal for 2014 is 33% achieving proficiency and 11 % of students scored above proficiency (FCAT Level 4 and 5).

G8. The results of the District Baseline will set the level of performance.

G9. Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 10%.

G10. The results of the 2012-2013 FCAT Mathematics Test indicate that 54% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achieving proficiency by 11 percentage points to 65%.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 students proficiency by 6 percentage points to 35%.

Targets Supported

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

Resources Available to Support the Goal

- Provide students with more practice with prefixes, suffixes, root words, synonyms and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide instruction on word meanings.

Targeted Barriers to Achieving the Goal

- Barriers(s) The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Identify and understands the meaning of conceptually advanced prefixes, suffixes and root words. Students demonstrate difficulty with word relationships and analyzing words in context.

- The results of the 2012-2013 FCAT Reading 2.0 Test indicate that 30% of students achieved levels 4 and 5 of proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency by 3 percentage point to 33 %. The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 Test was Reporting Category 4, Informational Text/ Research Process. Students demonstrate difficulty explaining how text features aid in reading comprehension.

- The results of the 2012-2013 FCAT Reading 2.0 Test indicate that 67% of students made learning gains. Our goal for the 2013-2014 school year is increase student achieving learning gains by 4 percentage points to 71%.The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 Test was Reporting Category 1, Vocabulary. Students demonstrate difficulty with word relationships and analyzing words in context

- The results of the 2012-2013 FCAT Reading 2.0 Test indicate that 60% of students in lowest 25% made learning gains. Our goal for the 2013-2014 school year is increase student s in the lowest 25% achieving learning gains by 4 percentage points to 64%. The area of deficiency as noted on the 2013 administration of the FCAT Reading 2.0 Test was Reporting Category 1, Vocabulary. Students demonstrate difficulty with word relationships and analyzing words in context.

- As noted on the administration of the 2013 FCAT Reading 2.0 Test, the Black, Hispanic ED, SWD subgroup did not meet proficiency. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Identify and understands the meaning of conceptually advanced prefixes, suffixes and root words. Students demonstrate difficulty with word relationships and analyzing words in context.

- The results of the 2012-2013 CELLA Exam indicate that 36% achieved proficiency in Listening/ Speaking. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient in Listening/Speaking by 6 percentage points. The area of deficiency as noted on the Listening/Speaking portion of the CELLA exam was Speaking Vocabulary. Students demonstrate difficulty with oral vocabulary. This is mainly due to Students speaking their heritage language at home and in their communities, which limits the use of the English language to the school setting

Plan to Monitor Progress Toward the Goal

To monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments

Person or Persons Responsible
The MTSS/RtI Leadership Team, Administration

Target Dates or Schedule:
On-going

Evidence of Completion:
Monthly data chats will be held.FAIR, District and School-site assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Assessment.

G2. The results of the 2012-2013 FCAT Writing Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 4.0 or higher in Writing to 51 %.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing Scoring Rubrics, Data chats, Differentiated Instuction, Writing Journals

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was focus and elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing.

Plan to Monitor Progress Toward the Goal

Will monitor the implementation of identified strategies

Person or Persons Responsible
Administration, Literacy Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: Students' scores on monthly writing assessments. Summative: 2014 FCAT Writing Assessment.

G3. Our schools recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Parent academy classes

Targeted Barriers to Achieving the Goal
- High rate of transient students and students with illnesses.

Plan to Monitor Progress Toward the Goal

Students who may be developing a pattern of nonattendance and excessive tardies will be indentified and given intervention services.

Person or Persons Responsible
Administration, Team teachers, Community Involvement Specialisy (CIS).

Target Dates or Schedule:
On-going

Evidence of Completion:
TCST logs, attendance rosters, CIS visitation logs

G4. The results of the 2012-2013 Algebra 1 EOC Assessment indicate that 39% (82) of students scored at level 3, 52% (109) scored at levels 4-5. Our goal for the 2013-2014 school year is to maintain in the percentage of students achieving proficiency.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Mathematics Computer Lab, Data-Driven Interventions

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 administration of the Algebra 1 EOC Assessment the areas of greatest difficulty for students were Reporting Category Polynomials and Rationals, Radicals, Quadratics, and Discrete Mathematics. Consistent access to technology in order to enhance instructional delivery for these areas of deficiencies.

Plan to Monitor Progress Toward the Goal

Classroom Observation Conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration, Math Department Curriculum Leader

Target Dates or Schedule:
on-going

Evidence of Completion:
Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Algebra 1 EOC Assessment.

G5. The results of the 2012- 2013 Geometry EOC Assessment indicate that 100% (20) of students scored in the upper third, levels 4-5. Our goal for the 2013- 2014 school year is to maintain the percentage of students scoring in the upper third.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Math Computer lab

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 administration of the Geometry EOC Assessment the area of greatest difficulty for students was Reporting Category Three Dimensional Geometry Consistent access to technology in order to enhance instructional delivery for the area of deficiency.

Plan to Monitor Progress Toward the Goal

Classroom Observation Conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administrative Team, Mathematics Department Curriculum Leader

Target Dates or Schedule:
on-going

Evidence of Completion:
Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Geometry EOC Assessment.

G6. On the 2013 administration of the Science FCAT, 19% of students achieved proficiency (FCAT Level 3) 30% scored at levels 4-5. The expected level of performance for 2014 is 23% achieving proficiency at level 3 and 32% at levels 4-5.

Targets Supported

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Essential Labs, Incorporate Reading and Writing, Technology

Targeted Barriers to Achieving the Goal

- 1. The content areas of deficiency according to the data are the Nature of Science and Life Science. 2. Students need to develop a stronger knowledge base of science vocabulary, question structure analyses and higher order thinking skills in order to increase levels of proficiency.

Plan to Monitor Progress Toward the Goal

Team will review the results of school –site assessment data to monitor student progress to make suggestions in areas requiring strengthening.

Person or Persons Responsible

Professional Learning Community (PLC) team, Principal, Assistant Principals, Science Department.

Target Dates or Schedule:

on-going

Evidence of Completion:

Formative: school-site assessments, MDCPS Interim Assessments and Formative Assessment Probes. Summative: The 2014 FCAT 2.0 assessment

G7. The results of the 2013 FCAT indicate that 29% of students achieved proficiency (FCAT Level 3). Our goal for 2014 is 33% achieving proficiency and 11 % of students scored above proficiency (FCAT Level 4 and 5).

Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- Science Lab, Essential Labs

Targeted Barriers to Achieving the Goal

- A consistent area of deficiency according to the data is Physical Science. On the 2013 administration of the Science FCAT only 8 out of 15 points where earned, 53.5% of the questions where correctly answered

Plan to Monitor Progress Toward the Goal

Projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary.

Person or Persons Responsible

Professional Learning Community (PLC) Science team

Target Dates or Schedule:

on-going

Evidence of Completion:

1. Formative: Increased number of Science Fair Projects, the Fairchild Challenge and SECME participation. 2. Summative: The 2014 FCAT 2.0 assessment

G8. The results of the District Baseline will set the level of performance.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- District Item Bank, ICivics curriculum wheel

Targeted Barriers to Achieving the Goal

- Students need to develop higher order thinking skills in order to increase levels of proficiency

Plan to Monitor Progress Toward the Goal

Team will review the results of school site assessment data to monitor student progress

Person or Persons Responsible
Professional Learning Community (PLC) Team, Principal, Assistant Principal, Social Studies Department Chair.

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: School-site assessment, MDCPS Assessments.

G9. Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 10%.

Targets Supported

Resources Available to Support the Goal
- STEM Item bank

Targeted Barriers to Achieving the Goal
- Teachers not trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement. Teachers not trained in Project Based Learning instructional frameworks. Teachers not trained in adding rigorous problem-solving activities to lessons.

Plan to Monitor Progress Toward the Goal

Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.

Person or Persons Responsible
Administration, LLT, Elective Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
CTE Student Competition Projects

G10. The results of the 2012-2013 FCAT Mathematics Test indicate that 54% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achieving proficiency by 11 percentage points to 65%.

Targets Supported

Resources Available to Support the Goal
- Data driven interventions, use of manipulatives, implementation of Mathematics Instructional Framework

Targeted Barriers to Achieving the Goal
- As noted on the 2012 FCAT Mathematics Administration, the areas of deficiency are Geometry and Measurement. Students' demonstrate difficulty in understanding that two variables can be represented through graphs, charts, pictographs, and line plot from data collection are disconnected from real-life situations.

- The Level 4 and 5 students showed an area of deficiency in Geometry and Measurement. Students lack full understanding of geometric concepts and utilization of hands- on activities/ manipulatives to solve problems.

- On the 2013 FCAT Mathematics administration, it was noted that students had the greatest area of deficiency in Geometry and Measurement . Black: On the 2013 FCAT Mathematics administration, it was noted that students had the greatest area of deficiency in Geometry and Measurement . Hispanic: On the 2013 FCAT Mathematics administration, it was noted that students had the greatest area of deficiency in Geometry and Measurement . Students' demonstrate difficulty in understanding that two variables can be represented through graphs, charts, pictographs, and line plot from data collection are disconnected from real-life situations.

Plan to Monitor Progress Toward the Goal

RTI Team members will monitor bi-weekly assessments and interim to adjust academic goals utilizing teacher feedback on student skill attainment.

Person or Persons Responsible
Administration, MTSS/RTI Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: bi-weekly assessments data reports; interim assessments. Summative: Results from 2014 FCAT Mathematics Assessment.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 students proficiency by 6 percentage points to 35%.

G1.B1 Barriers(s) The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Identify and understands the meaning of conceptually advanced prefixes, suffixes and root words. Students demonstrate difficulty with word relationships and analyzing words in context.

G1.B1.S1 Provide students with more practice with prefixes, suffixes, root words, synonyms and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide instruction on word meanings.

Action Step 1

Will utilize data to identify Tier 2 and Tier 3 students, place in appropriate interventions and monitor student progress monthly.

Person or Persons Responsible

The MTSS/RtI leadership team

Target Dates or Schedule

On-going

Evidence of Completion

The MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. Monthly data chats will be held. FAIR, District and School-site assessment data, intervention assessments. Formative Assessments: FAIR, District Interim Assessments. Summative: 2013 FCAT 2.0 Assessment.

Action Step 2

All content area teachers will be provided professional development the in implementation of FAIR Assessments/Data Analysis.

Person or Persons Responsible

All content area teachers.

Target Dates or Schedule

December 2013

Evidence of Completion

Monitor FAIR data reports to ensure teachers are assessing students according to the created schedule. Evidence of implementation will be observed in daily classroom walk-throughs and lesson plans.

Facilitator:

Language Arts and Reading Curriculum Leader

Participants:

All content area teachers.

Action Step 3

Provide incentives for students achieving mastery and proficiency.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Incentives for students scoring at mastery level during interim assessments.

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

To monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments

Person or Persons Responsible

Administration, teachers, MTSS/RtI Leadership

Target Dates or Schedule

Will meet monthly

Evidence of Completion

To monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments

Plan to Monitor Effectiveness of G1.B1.S1

Conduct monthly student data chats.

Person or Persons Responsible

Administration, The MTSS/RtI Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Completion of student data chats.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

Plan to Monitor Effectiveness of G1.B5.S1

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

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

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

Plan to Monitor Effectiveness of G1.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The results of the 2012-2013 FCAT Writing Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 4.0 or higher in Writing to 51 %.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was focus and elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing.

G2.B1.S1 During writing instruction, students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts, and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.

Action Step 1

Administer monthly writing prompts

Person or Persons Responsible

Literacy Leadership Team, Language Arts, Humanities teachers

Target Dates or Schedule

On-going

Evidence of Completion

District Writing Interim Assessment

Action Step 2

Language Arts teachers will be provided professional development in the use of revision and editing strategies.

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

October 2013.

Evidence of Completion

Progression of writing will be evident in student work and reflected in teacher daily lesson plans.

Facilitator:

Language Arts and Writing Curriculum Support Specialists.

Participants:

8th grade Language Arts teachers.

Action Step 3

Provide student incentives for students achieving mastery and proficiency in Writing.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Certificates, Awards, Trophies.

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Writing Journals, Monthly Writing Prompts

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Students' scores on monthly writing assessments. Summative: 2014 FCAT Writing Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Writing Journals, Monthly Writing prompts

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Students' scores on monthly writing assessments. Summative: 2014 FCAT Writing Assessment.

G3. Our schools recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more.

G3.B1 High rate of transient students and students with illnesses.

G3.B1.S1 Identifying and referring students who may be developing a pattern of non-attendance to the MTSS/RtI team for intervention services, implementing attendance incentives and providing parent resource information to parents through parent academy meetings.

Action Step 1

Monitor daily student attendance through attendance bulletin. Students who exhibit a pattern of non-attendance/excessive absences will be scheduled for a truancy child study team.

Person or Persons Responsible

Attendance clerk, School-site social worker

Target Dates or Schedule

On-going

Evidence of Completion

Attendance logs

Action Step 2

Provide incentives to students who have increased their daily attendance rate.

Person or Persons Responsible

Administration, student services department.

Target Dates or Schedule

On-going

Evidence of Completion

Awards, Certificates, trophies

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Monitor attendance of identified students who exhibit a pattern of non-attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G3.B1.S1

Bi-weekly updates will be conducted. The information will be shared with the grade level teams during team meetings.

Person or Persons Responsible

Administration, attendance clerk

Target Dates or Schedule

On-going

Evidence of Completion

Attendance logs

G4. The results of the 2012-2013 Algebra 1 EOC Assessment indicate that 39% (82) of students scored at level 3, 52% (109) scored at levels 4-5. Our goal for the 2013-2014 school year is to maintain in the percentage of students achieving proficiency.

G4.B1 According to the results of the 2013 administration of the Algebra 1 EOC Assessment the areas of greatest difficulty for students were Reporting Category Polynomials and Rationals, Radicals, Quadratics, and Discrete Mathematics. Consistent access to technology in order to enhance instructional delivery for these areas of deficiencies.

G4.B1.S1 Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Increase departmental use of the Computer Lab in order to utilize Destination Math, FCAT Explorer, and Florida FOCUS Mathematics Teachers will attend the Algebra 1 Summer Institute.

Action Step 1

Walk-throughs and observations, conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Algebra 1 EOC Assessment.

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

Administration Walk-throughs and observations

Person or Persons Responsible

Administrative Team, Mathematics Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Algebra 1 EOC Assessment.

Plan to Monitor Effectiveness of G4.B1.S1

Classroom Observation Conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Algebra 1 EOC Assessment.

G4.B1.S2 Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Increase departmental use of the Computer Lab in order to utilize Destination Math, FCAT Explorer, and Florida FOCUS Mathematics Teachers will attend the Algebra 1 Summer Institute. [copy]

Action Step 1

Walk-throughs and observations, conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work.
Summative: Results from the 2014 Algebra 1 EOC Assessment.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Administration Walk-throughs and observations

Person or Persons Responsible

Administrative Team, Mathematics Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Algebra 1 EOC Assessment.

Plan to Monitor Effectiveness of G4.B1.S2

Classroom Observation Conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Algebra 1 EOC Assessment.

G5. The results of the 2012- 2013 Geometry EOC Assessment indicate that 100% (20) of students scored in the upper third, levels 4-5. Our goal for the 2013- 2014 school year is to maintain the percentage of students scoring in the upper third.

G5.B1 According to the results of the 2013 administration of the Geometry EOC Assessment the area of greatest difficulty for students was Reporting Category Three Dimensional Geometry Consistent access to technology in order to enhance instructional delivery for the area of deficiency.

G5.B1.S1 Use computers with compatible software to explore geometrical concepts. Sketch, using a variety of tools (e.g., isometric dot paper), isometric perspectives and different views (i.e., top, side, front) of three-dimensional figures.

Action Step 1

Classroom Observation Conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed

Person or Persons Responsible

Math Teachers, Mathematics Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Geometry EOC Assessment.

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

Review on-going classroom assignments and assessments that target application of the skills taught.

Person or Persons Responsible

Administrators, Mathematics Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

. Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Geometry EOC Assessment.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom Observation Conduct grade level data chats to review formative bi-weekly assessment reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administrative Team, Mathematics Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: Bi-weekly assessment; District interim data reports; Student authentic work. Summative: Results from the 2014 Geometry EOC Assessment.

G6. On the 2013 administration of the Science FCAT, 19% of students achieved proficiency (FCAT Level 3) 30% scored at levels 4-5. The expected level of performance for 2014 is 23% achieving proficiency at level 3 and 32% at levels 4-5.

G6.B1 1. The content areas of deficiency according to the data are the Nature of Science and Life Science. 2. Students need to develop a stronger knowledge base of science vocabulary, question structure analyses and higher order thinking skills in order to increase levels of proficiency.

G6.B1.S1 Students need to develop higher order thinking skills through the development of a stronger knowledge base of science concepts in Life Science and vocabulary, in order to increase levels of proficiency. Examine and explore student misconceptions using Formative Assessment Probes included in Pacing Guides and Learning Village.

Action Step 1

Provide opportunities for students to apply Life Science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems using Essential Labs and Higher Order Thinking Science Labs (HSL).

Person or Persons Responsible

Administration, Science Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: District Interim and school site assessments Summative: 2014 FCAT 2.0 Science Assessment

Action Step 2

Science teachers will be provided professional development in the effective use of the Common Core Standards in Science.

Person or Persons Responsible

Science teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Information/knowledge gained at professional development will be implemented into daily lesson plans and evident during classroom walk-throughs.

Facilitator:

Science Curriculum Leader, University of Miami School of Education Professors.

Participants:

Science Teachers.

Action Step 3

Provide incentives for students achieving mastery and proficiency in Science.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Certificates, trophies, awards.

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

Ensure instruction in Comprehensive Science 1, and Comprehensive Science 2 (Regular and Advanced) courses adheres to the depth and rigor of the NGSSS as delineated in the District Pacing Guides and suggested supplemental materials.

Person or Persons Responsible

Administration, Science Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

Formative: MDCPS Baseline, Fall and Winter Assessments. Summative: The 2014 FCAT Science2.0 assessment

Plan to Monitor Effectiveness of G6.B1.S1

Team will review the results of Formative Assessment Probes and of school –site assessments data to monitor student progress

Person or Persons Responsible

Professional Learning Community (PLC) team, Principal, Assistant Principals, Science Department.

Target Dates or Schedule

on-going

Evidence of Completion

Formative: school-site assessments, MDCPS Interim Assessments and Formative Assessment Probes. Summative: The 2014 FCAT 2.0 assessment

G7. The results of the 2013 FCAT indicate that 29% of students achieved proficiency (FCAT Level 3). Our goal for 2014 is 33% achieving proficiency and 11 % of students scored above proficiency (FCAT Level 4 and 5).

G7.B1 A consistent area of deficiency according to the data is Physical Science. On the 2013 administration of the Science FCAT only 8 out of 15 points where earned, 53.5% of the questions where correctly answered

G7.B1.S1 Maintain fidelity to the curriculum and instruction enrolled in Comprehensive Science 3. Also, maintain fidelity to the curriculum and instruction enrolled in offered to accelerated middle school students Physical Science Honors and as delineated in the Physical Science Honors Pacing Guide for middle school and mentor participation in South Florida Regional Science and Engineering Fair (SFRSEF), Miami-Dade County Youth Fair & Exposition and SECME Bridge Building Competition.

Action Step 1

Provide classroom and after-school opportunities for students to design and develop life 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 Life Sciences (i.e., Science Fair, Youth Fair, SECME, Fairchild Challenge). Provide Science teachers professional development in the effective use of the Common Core Standards in Science,

Person or Persons Responsible

Science department, Science Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

1. Formative: Increased number of Science Fair Projects, the Fairchild Challenge and SECME participation. 2. Summative: The 2014 FCAT 2.0 assessment

Facilitator:

Science Curriculum Leader

Participants:

Science Teachers

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

Professional Learning Community (PLC) team consisting of the Principal, assistant Principal and Science department will monitor fidelity through inspection of classroom lesson plans and Interim Assessment data.

Person or Persons Responsible

Science Teachers, Science Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

1. Formative: Increased number of Science Fair Projects, the Fairchild Challenge and SECME participation. 2. Summative: The 2014 FCAT 2.0 assessment

Plan to Monitor Effectiveness of G7.B1.S1

Projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary

Person or Persons Responsible

Science Teachers, Science Department Curriculum Leader

Target Dates or Schedule

on-going

Evidence of Completion

1. Formative: Increased number of Science Fair Projects, the Fairchild Challenge and SECME participation. 2. Summative: The 2014 FCAT 2.0 assessment

G8. The results of the District Baseline will set the level of performance.

G8.B1 Students need to develop higher order thinking skills in order to increase levels of proficiency

G8.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content and EOC vocabulary

Action Step 1

Middle School Task Cards

Person or Persons Responsible

Professional Learning Community (PLC) Team, Principal, Assistant Principal, Social Studies Department Chair.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: School-site assessment, MDCPS Assessments.

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

Team will review the results of school site assessment data to monitor student progress and analyze interim exams.

Person or Persons Responsible

Professional Learning Community (PLC) Team, Principal, Assistant Principal, Social Studies Department Chair.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: School-site assessment, MDCPS Assessments.

Plan to Monitor Effectiveness of G8.B1.S1

Team will review the results of school site assessment data to monitor student progress.

Person or Persons Responsible

Professional Learning Community (PLC) Team, Principal, Assistant Principal, Social Studies Department Chair.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: School-site assessment, MDCPS Assessments.

G9. Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 10%.

G9.B1 Teachers not trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement. Teachers not trained in Project Based Learning instructional frameworks. Teachers not trained in adding rigorous problem-solving activities to lessons.

G9.B1.S1 Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.

Action Step 1

Align curriculum to appropriate CTSO, and/or other competitions, such as: Miami- Dade County Fair, NFTE, Fairchild Challenge or other district-approved competition curriculum.

Person or Persons Responsible

LLT, Elective Teachers

Target Dates or Schedule

On-going

Evidence of Completion

CTE Student Competition Projects

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

Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.

Person or Persons Responsible

Administration, LLT, Elective teachers

Target Dates or Schedule

On-going

Evidence of Completion

CTE Student Competition Projects

Plan to Monitor Effectiveness of G9.B1.S1

Implement (or develop) career development events lesson plans using Project Based Learning instructional elements.

Person or Persons Responsible

Administration, LLT, Elective Teachers

Target Dates or Schedule

On-going

Evidence of Completion

CTE Student Competition Projects

G10. The results of the 2012-2013 FCAT Mathematics Test indicate that 54% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achieving proficiency by 11 percentage points to 65%.

G10.B1 As noted on the 2012 FCAT Mathematics Administration, the areas of deficiency are Geometry and Measurement. Students' demonstrate difficulty in understanding that two variables can be represented through graphs, charts, pictographs, and line plot from data collection are disconnected from real-life situations.

G10.B1.S1 Provide concrete real-world examples by fusing literacy into the mathematics instructional block. Additionally, student math journals will be utilized in tandem with manipulative to show transfer of mathematical theory to practical applications.

Action Step 1

RTI Team members will monitor bi-weekly assessments and interim to adjust academic goals utilizing teacher feedback on student skill attainment

Person or Persons Responsible

Administration, MTSS/RTI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: bi-weekly assessments data reports; interim assessments. Summative: Results from 2014 FCAT Mathematics Assessment.

Action Step 2

All Mathematics teachers will be provided professional development on the effective use of manipulatives.

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Knowledge/Information gained at professional development will be evident in lesson plans and classroom walk-throughs.

Facilitator:

Mathematics Curriculum Leader

Participants:

Mathematics teachers

Action Step 3

Provide incentives to students who have achieved mastery/proficiency in Mathematics.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Certificates, Awards, trophies.

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

RTI Team members will monitor bi-weekly assessments and interim to adjust academic goals utilizing teacher feedback on student skill attainment

Person or Persons Responsible

Administration, MTSS/RTI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: bi-weekly assessments data reports; interim assessments. Summative: Results from 2013 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G10.B1.S1

Review ongoing classroom assignments and assessments that target application of the skills taught.

Person or Persons Responsible

Administration, MTSS/RTI Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: bi-weekly assessments data reports; interim assessments. Summative: Results from 2014 FCAT Mathematics Assessment

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students
Title I, Part C- Migrant
Ponce de Leon Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs
Title II
The District uses supplemental funds for improving basic education as follows:
1. training to certify qualified mentors for the New Teacher (MINT) Program
2. training for add-on endorsement programs, such as Reading, Gifted, ESOL
3. training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Ponce de Leon Middle School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
1. Tutorial programs
2. Parent outreach activities through Bilingual Parent Outreach Program (BPOP)

3. Behavioral/mental counseling services

4. Reading and supplementary instructional materials

5. Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased to be used by ELL and immigrant students

6. Coaching and mentoring for ESOL and content area teachers

7. Professional development on best practices for ESOL and content area teachers

Title X- Homeless

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

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

Supplemental Academic Instruction (SAI)

Ponce de Leon Middle School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Ponce de Leon Middle School is a participant in the Safe and Drug-Free Schools Program.

1. The Safe and Drug-Free Schools Program, Drug Free Youth In Town (DFYIT), addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and the TRUST Specialist.

2. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists are also a component of this program.

3. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.

4. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crisis.

Nutrition Programs

1. Ponce de Leon Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

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

• HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality

school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 students proficiency by 6 percentage points to 35%.

G1.B1 Barriers(s) The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Identify and understands the meaning of conceptually advanced prefixes, suffixes and root words. Students demonstrate difficulty with word relationships and analyzing words in context.

G1.B1.S1 Provide students with more practice with prefixes, suffixes, root words, synonyms and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide instruction on word meanings.

PD Opportunity 1

All content area teachers will be provided professional development the in implementation of FAIR Assessments/Data Analysis.

Facilitator

Language Arts and Reading Curriculum Leader

Participants

All content area teachers.

Target Dates or Schedule

December 2013

Evidence of Completion

Monitor FAIR data reports to ensure teachers are assessing students according to the created schedule. Evidence of implementation will be observed in daily classroom walk-throughs and lesson plans.

G2. The results of the 2012-2013 FCAT Writing Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 4.0 or higher in Writing to 51 %.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was focus and elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing.

G2.B1.S1 During writing instruction, students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts, and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.

PD Opportunity 1

Language Arts teachers will be provided professional development in the use of revision and editing strategies.

Facilitator

Language Arts and Writing Curriculum Support Specialists.

Participants

8th grade Language Arts teachers.

Target Dates or Schedule

October 2013.

Evidence of Completion

Progression of writing will be evident in student work and reflected in teacher daily lesson plans.

G6. On the 2013 administration of the Science FCAT, 19% of students achieved proficiency (FCAT Level 3) 30% scored at levels 4-5. The expected level of performance for 2014 is 23% achieving proficiency at level 3 and 32% at levels 4-5.

G6.B1 1. The content areas of deficiency according to the data are the Nature of Science and Life Science. 2. Students need to develop a stronger knowledge base of science vocabulary, question structure analyses and higher order thinking skills in order to increase levels of proficiency.

G6.B1.S1 Students need to develop higher order thinking skills through the development of a stronger knowledge base of science concepts in Life Science and vocabulary, in order to increase levels of proficiency. Examine and explore student misconceptions using Formative Assessment Probes included in Pacing Guides and Learning Village.

PD Opportunity 1

Science teachers will be provided professional development in the effective use of the Common Core Standards in Science.

Facilitator

Science Curriculum Leader, University of Miami School of Education Professors.

Participants

Science Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Information/knowledge gained at professional development will be implemented into daily lesson plans and evident during classroom walk-throughs.

G7. The results of the 2013 FCAT indicate that 29% of students achieved proficiency (FCAT Level 3). Our goal for 2014 is 33% achieving proficiency and 11 % of students scored above proficiency (FCAT Level 4 and 5).

G7.B1 A consistent area of deficiency according to the data is Physical Science. On the 2013 administration of the Science FCAT only 8 out of 15 points where earned, 53.5% of the questions where correctly answered

G7.B1.S1 Maintain fidelity to the curriculum and instruction enrolled in Comprehensive Science 3. Also, maintain fidelity to the curriculum and instruction enrolled in offered to accelerated middle school students Physical Science Honors and as delineated in the Physical Science Honors Pacing Guide for middle school and mentor participation in South Florida Regional Science and Engineering Fair (SFRSEF), Miami-Dade County Youth Fair & Exposition and SECME Bridge Building Competition.

PD Opportunity 1

Provide classroom and after-school opportunities for students to design and develop life 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 Life Sciences (i.e., Science Fair, Youth Fair, SECME, Fairchild Challenge). Provide Science teachers professional development in the effective use of the Common Core Standards in Science,

Facilitator

Science Curriculum Leader

Participants

Science Teachers

Target Dates or Schedule

on-going

Evidence of Completion

1. Formative: Increased number of Science Fair Projects, the Fairchild Challenge and SECME participation. 2. Summative: The 2014 FCAT 2.0 assessment

G10. The results of the 2012-2013 FCAT Mathematics Test indicate that 54% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achieving proficiency by 11 percentage points to 65%.

G10.B1 As noted on the 2012 FCAT Mathematics Administration, the areas of deficiency are Geometry and Measurement. Students' demonstrate difficulty in understanding that two variables can be represented through graphs, charts, pictographs, and line plot from data collection are disconnected from real-life situations.

G10.B1.S1 Provide concrete real-world examples by fusing literacy into the mathematics instructional block. Additionally, student math journals will be utilized in tandem with manipulative to show transfer of mathematical theory to practical applications.

PD Opportunity 1

All Mathematics teachers will be provided professional development on the effective use of manipulatives.

Facilitator

Mathematics Curriculum Leader

Participants

Mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Knowledge/Information gained at professional development will be evident in lesson plans and classroom walk-throughs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 students proficiency by 6 percentage points to 35%.	$500
G2.	The results of the 2012-2013 FCAT Writing Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 4.0 or higher in Writing to 51 %.	$250
G3.	Our schools recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more.	$400
G6.	On the 2013 administration of the Science FCAT, 19% of students achieved proficiency (FCAT Level 3) 30% scored at levels 4-5. The expected level of performance for 2014 is 23% achieving proficiency at level 3 and 32% at levels 4-5.	$250
G10.	The results of the 2012-2013 FCAT Mathematics Test indicate that 54% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achieving proficiency by 11 percentage points to 65%.	$500
	Total	$1,900

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	$1,900	$1,900
Total	$1,900	$1,900

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 students proficiency by 6 percentage points to 35%.

G1.B1 Barriers(s) The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Identify and understands the meaning of conceptually advanced prefixes, suffixes and root words. Students demonstrate difficulty with word relationships and analyzing words in context.

G1.B1.S1 Provide students with more practice with prefixes, suffixes, root words, synonyms and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide instruction on word meanings.

Action Step 3

Provide incentives for students achieving mastery and proficiency.

Resource Type

Other

Resource

Awards, certificates, trophies.

Funding Source

EESAC

Amount Needed

$500

G2. The results of the 2012-2013 FCAT Writing Test indicate that 46% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 4.0 or higher in Writing to 51 %.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was focus and elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing.

G2.B1.S1 During writing instruction, students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts, and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.

Action Step 3

Provide student incentives for students achieving mastery and proficiency in Writing.

Resource Type

Other

Resource

Trophies, awards, certificates

Funding Source

EESAC

Amount Needed

$250

G3. Our schools recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more.

G3.B1 High rate of transient students and students with illnesses.

G3.B1.S1 Identifying and referring students who may be developing a pattern of non-attendance to the MTSS/RtI team for intervention services, implementing attendance incentives and providing parent resource information to parents through parent academy meetings.

Action Step 2

Provide incentives to students who have increased their daily attendance rate.

Resource Type

Other

Resource

Certificates, awards, trophies

Funding Source

EESAC

Amount Needed

$400

G6. On the 2013 administration of the Science FCAT, 19% of students achieved proficiency (FCAT Level 3) 30% scored at levels 4-5. The expected level of performance for 2014 is 23% achieving proficiency at level 3 and 32% at levels 4-5.

G6.B1 1. The content areas of deficiency according to the data are the Nature of Science and Life Science. 2. Students need to develop a stronger knowledge base of science vocabulary, question structure analyses and higher order thinking skills in order to increase levels of proficiency.

G6.B1.S1 Students need to develop higher order thinking skills through the development of a stronger knowledge base of science concepts in Life Science and vocabulary, in order to increase levels of proficiency. Examine and explore student misconceptions using Formative Assessment Probes included in Pacing Guides and Learning Village.

Action Step 3

Provide incentives for students achieving mastery and proficiency in Science.

Resource Type

Other

Resource

Certificates, awards, tropies

Funding Source

EESAC

Amount Needed

$250

G10. The results of the 2012-2013 FCAT Mathematics Test indicate that 54% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achieving proficiency by 11 percentage points to 65%.

G10.B1 As noted on the 2012 FCAT Mathematics Administration, the areas of deficiency are Geometry and Measurement. Students' demonstrate difficulty in understanding that two variables can be represented through graphs, charts, pictographs, and line plot from data collection are disconnected from real-life situations.

G10.B1.S1 Provide concrete real-world examples by fusing literacy into the mathematics instructional block. Additionally, student math journals will be utilized in tandem with manipulative to show transfer of mathematical theory to practical applications.

Action Step 3

Provide incentives to students who have achieved mastery/proficiency in Mathematics.

Resource Type

Other

Resource

Certificates, Awards, trophies.

Funding Source

EESAC

Amount Needed

$500