2013-2014 SCHOOL IMPROVEMENT PLAN

Ruben Dario Middle School

350 NW 97TH AVE

Miami, FL 33172

305-226-0179

http://dario.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Ruben Dario Middle School

Principal
Verona Mccarthy C

School Advisory Council chair
Maribel Duarte

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

Name	Title
Verona McCarthy	Princpal
Fabiola Izaguirre	Assistant Principal
Oscar Gonzalez	Math Dept. Chair
Gino Kennedy	Science Dept. Chair
Brian Vallinas	Social Studies Dept. Chair
Lourdes Pena	SPED Dept. Chair
Ileana Masud	ELL Chair
Natasha Pages	Language Arts Dept. Chair
Maribel Duarte	Reading Dept. Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, alternate principal (assistant principal), 6 teachers, 8 parents, 4 students, 2 business and community members, and 2 education support employees who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC meets on a monthly basis at which time the school improvement plan is discussed and reviewed. SAC members make recommendations based on gathered data and students' needs. SAC members are very familiar withe the school improvement plan and approve any changes or revisions made throughout the year.

Activities of the SAC for the upcoming school year

The SAC has an important function for the success of Ruben Dario Middle Community School. The functions are as follows:
Reach out to the community to obtain more parent participation.
Assist in organizing monthly parent meetings.
Assist the school in creating and analyzing school data.
Approve and monitor implementation of the School Improvement Plan.

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

SAC funds will be used for classroom materials/supplies and teachers' requests. The allocated funds for the 2013-2014 school year are $3,388.00 to be distributed as follows:
Teacher request - program materials $150.00
Teacher request - classroom supplies and materias $922.00
Teacher request - testing supplies $200.00
Teacher request - program materials $156.00
Principal request - classroom technology supplies $1960.00

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
2

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

Administrator Information:

Verona Mccarthy C		
Principal	Years as Administrator: 17	Years at Current School: 4

Credentials	SOCIOLOGY, READING, SCHOOL PRINCIPAL
Performance Record	13' 12' 11' 10' 09' 08' School Grades B A A A A A High Standards-Rgd 50 55 69 71 73 70 High Standards-Math 44 51 65 68 70 69 Lmg Gains Rgd 69 70 67 70 45 68 Lmg Gains Math 58 72 64 76 70 77 Gains 25 Rgd 69 74 69 79 76 74 Gains 25 Math 60 72 62 79 65 73 AMO Reading 50 AMO Mathematics 44

Fabiola Izaguirre		
Asst Principal	Years as Administrator: 6	Years at Current School: 13

Credentials	ENGLISH, READING, ESOL, ED LEADERSHIP
Performance Record	13' 12' 11' 10' 09' 08' School Grades B A A A A A High Standards-Rgd 50 55 69 71 73 70 High Standards-Math 44 51 65 68 70 69 Lmg Gains Rgd 69 70 67 70 45 68 Lmg Gains Math 58 72 64 76 70 77 Gains 25 Rgd 69 74 69 79 76 74 Gains 25 Math 60 72 62 79 65 73 AMO Reading 50 AMO Mathematics 44

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
38, 100%

 # Highly Qualified Teachers
68%

 # certified in-field
33, 87%

 # ESOL endorsed
8, 21%

 # reading endorsed
6, 16%

 # with advanced degrees

21, 55%

 # National Board Certified

0, 0%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

4, 11%

 # with 6-14 years of experience

15, 39%

 # with 15 or more years of experience

18, 47%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Teacher Recruitment and Retention Strategies

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

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

The assistant principal will oversee the following strategies to recruit and retain highly qualified teachers:
1. Offer in-house professional development targeting area(s) of need
2. Schedule quarterly meetings with new teachers
3. Provide release time in order to observe and learn from master teachers
4. Form partnership with local colleges and universities for internship placement and completion of class hours.
In addition, the assistant principal will collaborate with department chairs and team leaders in order to provide additional support for teachers via professional development, learning communities and/or observations.

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

Through the district's Mentoring and Induction for New Teachers (MINT) Mentor teachers will be assigned a Mentor teacher that has participated in MINT training. The mentor teacher will collaborate with new teacher and commit to providing professional growth and learning through a series of strategies throughout the year such as, bi-weekly meetings with mentee in order to discuss evidence-based strategies and best practices in appropriate subject area. Mentor will observe mentee and provide feedback and coaching.

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

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

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

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data and strategies on: academic subject that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship). Throughout the school year the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis and monitor fidelity of the delivery of instruction and intervention. Lastly, the team will provide levels of support and interventions to students based on available data and implement actions steps included in the SIP.

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

The MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS and the SIP, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principals: Ensure commitment to the MTSS and SIP process and allocate resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the MTSS and SIP implementation. Review student data and progress for all students, including target groups and individual students.
General Education Teachers: Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. ESE teachers review intensive instructional and/or behavioral interventions with the goal of increasing individual student's rate of progress academically and/or behaviorally.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities.
Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Student Services Personnel: Provides quality services and expertise on issues ranging from program

design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Counselors will monitor students' rate of progress academically and/or behaviorally.

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

The team will hold regular meetings in which the four step problem solving process will be implemented as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. The team will review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Additionally, the team will assist with monitoring and responding to the needs of all students, including SWD and ELL. The team will also identify clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery. Through grade leveled team meetings, teachers will receive detailed student data and information in order to better assist each identified student. In addition, the team will maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

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 will be used to guide instructional decisions and system procedures for all students. In doing so, adjustments will be made to the delivery of curriculum and instruction to meet specific needs of students; adjustments will be made to the allocation of school-based resources; adjustments to the delivery of behavior management system; drive decisions regarding targeted professional development; and create student growth trajectories in order to identify and develop interventions.
Managed Data sources:
Academic:
Baseline Data, Progress Monitoring and Reporting Network (PMRN), and Florida Comprehensive Assessment Test (FCAT), Voyager Benchmark Assessments and Voyager Checkpoints.
• Based on FCAT and Baseline results, students in need of supplemental instruction will be identified in reading, mathematics, science and writing.
o Students will receive focused instruction targeting weak benchmark areas.
o Pull-out tutoring sessions will be implemented for those students.
Progress Monitoring: PMRN, Interim Assessments, In-house progress monitoring assessments and student grades.
• Based on Interim results and student grades, students will be identified for intensive instructional intervention in reading, math, writing and science.
o Identified students will participate in pull-out and Saturday tutoring sessions.
Midyear: Florida Assessments for Instruction in Reading (FAIR), and Interim Assessments
End of year: FAIR, FCAT, and Student Grades
Behavior:
In monitoring and improving student behavior, the team will utilize the Student Case Management System. The team will monitor the number of suspensions and referrals by student behavior, as well as, the attendance rate of students. The team will make recommendations and develop interventions to improve student behavior with the assistance of guidance counselor, school psychologist, school social worker, core teachers and parents.

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Weekly PD sessions focusing on implementation of data-based decision-making and the MTSS and SIP processes will be scheduled during the school year and the five scheduled district early release days.
The MTSS team will also evaluate additional staff PD needs during the biweekly MTSS Leadership Team meetings.
District staff and the school's MTSS Leadership Team will:
• Provide ongoing efficient facilitation and accurate use of problem solving process to support planning, implementing, and evaluating effectiveness of services.
• Provide strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increase in student outcomes.
• Provide ongoing data-driven professional development activities that align to core student goals and staff needs.
• Communicate outcomes with stakeholders and celebrate success frequently.
• Provide comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
• Ensure alignment of policies and procedures across classroom, grade, building, district, and state levels.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 17,500

Students performing at mastery will participate in enrichment activities such as project-based/hands-on learning. Teachers will incorporate high complexity questions and activities into their lessons in order to support acceleration. Computerized/web-based programs, such as FCAT Explorer, Riverdeep, and Gizmos will be utilized. Teachers will implement instructional strategies and best practices discussed in department and team meetings to provide different methods of delivering instruction to students not achieving mastery. Resources and strategies provided at professional development workshops will also be implemented.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Students participating in after-school tutorial sessions will complete a pre-test and post-test in order to measure skills growth. All personnel providing services will meet to discuss documentation of strategies and interventions in order to effectively target instruction. Additionally, assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Who is responsible for monitoring implementation of this strategy?

The administration will be responsible for monitoring program effectiveness.

Strategy: Weekend Program

Minutes added to school year: 2,500

During Saturday Academy resources from state adopted textbooks which are designed for intensive instruction will be utilized. Additionally, supplementary subject area materials focusing on annually assessed benchmarks will also be utilized in the classrooms. C omputerized/web-based programs, such as FCAT Explorer, Riverdeep, and Gizmos will be utilized. Teachers will implement instructional strategies and best practices discussed in department and team meetings to provide different methods of delivering instruction to students not achieving mastery. Resources and strategies provided at professional development workshops will also be implemented.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Students participating in Saturday Academy tutorial sessions will complete a pre-test and post-test in order to measure skills growth. All personnel providing services will meet to discuss documentation of strategies and interventions in order to effectively target instruction. Additionally, assessments through Edusoft will also be utilized to determine the effectiveness of supplemental instruction.

Who is responsible for monitoring implementation of this strategy?

The administration will be responsible for monitoring program effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Verona McCarthy	Principal
Fabiola Izaguirre	Assistant Princpal
Maribel Duarte	Reading Chair
Natasha Pages	Language Arts Chair
Oscar Gonzalez	Math Chair
Gino Kennedy	Science Chair
Lourdes Pena	SPED Chair
Brian Vallinas	Social Studies Chair
Alessandra Russo	Student Services Chair
Ana Paneda	Team Leader
Aileen Rodriguez	Team Leader
Kelly Divittorio	Team Leader
Aida Talavera	Team Leader
LaTonya Wilcox	Team Leader

Name	Title
Mayra Cortez	Team Leader
Ileana Masud	ELL Chair
Barbar Walker	UTD Stewart

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of instructional and data knowledge within the school and focus on areas of literacy concern across the school. The LLT will meet at least once a month in order to discuss and review student data, school-wide instructional practices, increase parental involvement and make general recommendations on improving school programs.

Major initiatives of the LLT

The focus for the 2013-2014 school year will be to ensure all students are meeting reading proficiency and/or are making learning gains and ensure instruction is geared towards Common Core. The team will identify the students in need of additional support, and review students' data, grades and progress monitoring results in order to provide intensive supplemental instruction. The LLT will maintain a connection to the schools MTSS and SIP process by using RtI problem solving approach to ensure that a multi-tiered system of literacy support is present and effective. The LLT will also plan, develop and monitor best practice workshops focusing on Common Core State Standards.

Every Teacher Contributes to Reading Instruction

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

The administration and staff of Rubén Darío Middle Community School implement the Florida Continuous Improvement Model (FCIM), which emphasizes data analysis and a systematic process for making improvements. As a component of the Secondary School Reform, the staff of Rubén Darío Middle Community School has participated in in-depth professional development sessions focusing on differentiated instruction. The staff has completed CRISS training workshops as well as participated in numerous work shops on reading intervention strategies. Additionally, teachers responsible for teaching Intensive Reading classes have received specialized training on reading programs. Content area teachers implement strategies focusing on main idea, vocabulary and reference and research through the use of graphic organizers, research and project-based activities. Furthermore, teachers within their departments plan collaboratively in developing focused lesson and activities. Moreover, they review data, identify the weakest accountability indicators, and discuss the weakest performance in reading, mathematics and science. Consequently, teachers develop action steps to be implemented in order to reverse the pattern of low performance. Social Studies teachers implement the Reading Plus program in order to support reading instruction and assist in monitoring students' reading comprehension. Language Arts teachers implement FCAT Explorer in their classrooms and monitor student progress.

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

Through the STREAM classes and graphics technology courses students learn skills that they can apply to their future careers. Students learn the correlation between technology, science and math courses and the usefulness in future careers. Students participate in competitions in which they showcase their talents and abilities. Teachers encourage student participation and advancement.

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

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 advance of those opportunities. In addition, articulation agreements allow students to earn college and postsecondary technical credits in high school and provides 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 Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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	63%	50%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	73%	50%	No	75%
Hispanic	63%	49%	No	66%
White	70%	58%	No	73%
English language learners	46%	22%	No	51%
Students with disabilities	39%	15%	No	45%
Economically disadvantaged	61%	48%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	23%	27%
Students scoring at or above Achievement Level 4	174	25%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	83	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	50	27%	34%

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	130	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	58%	44%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	67%	33%	No	70%
Hispanic	58%	44%	No	62%
White	74%	42%	No	77%
English language learners	55%	27%	No	60%
Students with disabilities	33%	5%	No	39%
Economically disadvantaged	57%	43%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	24%	28%
Students scoring at or above Achievement Level 4	81	13%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		48%	53%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	66%	66%
Students scoring at or above Achievement Level 4	20	32%	32%

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	58	21%	25%
Students scoring at or above Achievement Level 4	56	20%	22%

Florida Alternate Assessment (FAA)

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

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)	6		10
Participation in STEM-related experiences provided for students	85	90%	95%

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	101	14%	13%
Students who fail a mathematics course	14	2%	1%
Students who fail an English Language Arts course	11	2%	1%
Students who fail two or more courses in any subject	20	3%	2%
Students who receive two or more behavior referrals	141	20%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	8%	7%

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 I PIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Students scoring FCAT Reading Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 23% to 27%.

G2.   Students scoring FCAT Level 3.5 or above in the 2014 FCAT Writing will increase by five percentage points from 47% to 52%.

G3.   Students scoring FCAT Mathematics Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 24% to 28%.

G4.   Our goal for the 2013-2014 school year is to increase the participation percentage of Middle School Acceleration by 5 percentage points from 48% to 53%.

G5.   Students scoring Algebra Level 3 or above on the 2014 Algebra I End of Course Exam will be maintained at 98%.

G6.   Students scoring FCAT Science Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 21% to 25%.

G7.   Our goal for the 2013-2014 school year is to increase the number of students participating in STEM-related experiences by 20%.

G8.   Our goal for the 2013-1014 school year is to increase the percent proficient in the Civics EOC by 5 percentage points.

G9.   Our goal for the 2013-2014 school year is to reduce the number of students who receive one or more behavior referrals that lead to suspension by 1%.

Goals Detail

G1. Students scoring FCAT Reading Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 23% to 27%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers will utilize District developed pacing guides aligned with reading benchmarks which correlate with state approved textbooks and supplementary materials. In addition, teachers will also implement computer based programs, such as FCAT Explorer, Reading Plus, Riverdeep, Achieve 3000, Imagine,and Discovery Learning in order to monitor and supplement student learning. Teachers will also integrate researched based practices such as cooperative learning and reciprocal teaching.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Reading administration for students who scored FCAT Level 3 is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students who scored FCAT Level 4 and above is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students making learning gains is Reporting Category 3 Literary Analysis.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the lowest 25% making learning gains is Reporting Category 4 Informational Text/Research Process.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the Black subgroup is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the Hispanic subgroup is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the White subgroup is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the ELL subgroup is Reporting Category 3 Literary Analysis.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the SWD subgroup is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students in the ED subgroup is Reporting Category 2 Reading Application.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Listening and Speaking is Reporting Category 1 Vocabulary.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Reading is Reporting Category 3 Literary Analysis.

- The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Writing is Reporting Category 1 Vocabulary.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule:

On-going

Evidence of Completion:

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

G2. Students scoring FCAT Level 3.5 or above in the 2014 FCAT Writing will increase by five percentage points from 47% to 52%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will utilize District developed pacing guides aligned with writing benchmarks which correlate with state approved textbooks and supplementary materials. In addition, teachers will also implement computer based programs such as, Riverdeep, Achieve 3000, and Discovery Learning in order to monitor and supplement student learning. Teachers will also integrate researched based practices such as modeling effective writing and use mentor texts and anchor papers as springboards for creative, effective writing.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration for students scoring Level 3.5 and above was Writing Application.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Student work, classroom assessments, observations, Interim Writing Assessments and 2014 FCAT Writing 2.0

G3. Students scoring FCAT Mathematics Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 24% to 28%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers will utilize District developed pacing guides aligned with mathematics benchmarks which correlate with state approved textbooks and supplementary materials. In addition, teachers will also implement computer based programs, such as Gizmos FCAT Explorer, Reflex Math, Carnegie Learning and Discovery Learning in order to monitor and supplement student learning. Teachers will also integrate researched based practices such as cooperative learning, the use of manipulatives, and small group instruction.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students who scored FCAT Level 3 is Reporting Category is Geometry and Measurement.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students who scored FCAT Level 4 and above is Reporting Category is Geometry and Measurement.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students making learning gains is Reporting Category Probability and Statistics.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the lowest 25% making learning gains is Reporting Category Probability and Statistics.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the Black subgroup is Reporting Category Geometry and Measurement.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the Hispanic subgroup is Reporting Category Geometry and Measurement.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the White subgroup is Reporting Category Geometry and Measurement.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the ELL subgroup is Reporting Category Probability and Statistics.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the SWD subgroup is Reporting Category Probability and Statistics.

- The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the ED subgroup is Reporting Category Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Student generated work, classroom assessments, Interim Assessments and 2014 Mathematics FCAT 2.0.

G4. Our goal for the 2013-2014 school year is to increase the participation percentage of Middle School Acceleration by 5 percentage points from 48% to 53%.

Targets Supported

Resources Available to Support the Goal

- District's Pacing Guides, state approved supplementary materials, computer based programs.

Targeted Barriers to Achieving the Goal

- Increase the percentage of students participating in Middle School Acceleration courses.

Plan to Monitor Progress Toward the Goal

Review Attendance Rosters and Course Requests.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Review Attendance Rosters and Course Requests.

G5. Students scoring Algebra Level 3 or above on the 2014 Algebra I End of Course Exam will be maintained at 98%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Teacher will utilize District developed pacing guides aligned with Algebra benchmarks which correlate with state approved textbooks and supplementary materials. In addition, teacher will also implement computer based programs, such as FCAT Explorer, Reflex Math, Khan Academy, Carnegie Learning and Discovery Learning in order to monitor and supplement student learning.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the Algebra EOC administration for students who scored Level 3 is Reporting Category Polynomials.

- The area of deficiency as noted on the Algebra EOC administration for students who scored Level 4 and above is Reporting Category Polynomials.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Classroom assessments, student work, observations, Interim Assessments and 2014 Algebra EOC.

G6. Students scoring FCAT Science Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 21% to 25%.

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- Teachers will utilize District developed pacing guides aligned with science benchmarks which correlate with state approved textbooks and supplementary materials. In addition, teachers will also implement computer based programs, such as FCAT Explorer, Gizmos, Riverdeep, PBS Learning Media and Discovery Learning in order to monitor and supplement student learning. Teachers will also integrate researched based practices such as hands-on learning, and the use of manipulatives.

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT Science administration for students scoring Level 3 is Reporting Category Physical Science.

- The area of deficiency as noted on the 2013 FCAT Science administration for students scoring Level 4 and above is Reporting Category Physical Science.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going

Evidence of Completion:
Student work, classroom assessments, observations, Interim Assessments and 2014 FCAT Science.

G7. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM-related experiences by 20%.

Targets Supported
- STEM

Resources Available to Support the Goal
- Teachers will utilize and engage students in STEM related activities and competitions, such as SECME, field trips, and the South Florida Regional Science Fair.

Targeted Barriers to Achieving the Goal
- An area of needed improvement in STEM is the number of experiences students engage in throughout the year.

- An area of improvement in STEM is the percent of students participating in STEM related activities.

Plan to Monitor Progress Toward the Goal

Enrollment and project-based participation.

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going

Evidence of Completion:
Participation in various competitions and projects.

G8. Our goal for the 2013-1014 school year is to increase the percent proficient in the Civics EOC by 5 percentage points.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Teachers will utilize District developed pacing guides aligned with Civics benchmarks which correlate with state approved textbooks and supplementary materials. In addition, teacher will utilize Discovery Learning and other web-based programs to supplement student learning.

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 Civics Baseline was Reporting Category Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going

Evidence of Completion:
Classroom assessments, student work, observations, Interim Assessments and 2014 Civics EOC.

G9. Our goal for the 2013-2014 school year is to reduce the number of students who receive one or more behavior referrals that lead to suspension by 1%.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- Utilize the District's Code of Student Conduct as a guide for model behavior and spot success. Review and implement the alternative to suspension plan, along with District resources and implement the MTSS throughout. Review the District's Student Progression Plan and monitor students' academic progress.

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of instructional time exhibiting a decline in academic grades and conduct.

- Students failing one or more courses demonstrate a decline in their overall academic grades.

- Students with one or more behavior referrals demonstrate a decline in grades and conduct.

Plan to Monitor Progress Toward the Goal

Review of SCAMS and Case Management History.

Person or Persons Responsible
Administration and Counselors

Target Dates or Schedule:
On-going

Evidence of Completion:
District generated reports.

Action Plan for Improvement

Problem Solving Key

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

G1. Students scoring FCAT Reading Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 23% to 27%.

G1.B1 The area of deficiency as noted on the 2013 FCAT Reading administration for students who scored FCAT Level 3 is Reporting Category 2 Reading Application.

G1.B1.S1 Reporting Category Reading Application - • cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Students will practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Language Arts Department Chair

Participants:

Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B1.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and instructional adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Assessments, student generated work, Interim Assessments and 2014 FCAT 2.0 Reading Assessment.

G1.B2 The area of deficiency as noted on the 2013 FCAT Reading administration for students who scored FCAT Level 4 and above is Reporting Category 2 Reading Application.

G1.B2.S1 Reporting Category Reading Application - practice of justifying answers by going back to the text for support and use graphic organizers to see patterns and summarize the main points.

Action Step 1

Teachers will have students practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work, classroom assessments and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B2.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B3 The area of deficiency as noted on the 2013 FCAT Reading administration for students making learning gains is Reporting Category 3 Literary Analysis.

G1.B3.S1 Reporting Category Literary Analysis - practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

Action Step 1

Teachers will instruct students in analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Reading Department Chair

Participants:

Language Arts/Reading Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B3.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B4 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the lowest 25% making learning gains is Reporting Category 4 Informational Text/Research Process.

G1.B4.S1 Reporting Category 4 Informational Text/Reference Process - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Action Step 1

Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, FAIR, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, FAIR and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B4.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, FAIR and 2014 FCAT 2.0.

G1.B5 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the Black subgroup is Reporting Category 2 Reading Application.

G1.B5.S1 Reporting Category 2 Reading Application - Students will practice using and identifying details from the passage to determine main idea, plot, and purpose.

Action Step 1

Teachers will help students use graphic organizers to see patterns and summarize the main points and understand how patterns support the main idea,

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B5.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B6 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the Hispanic subgroup is Reporting Category 2 Reading Application.

G1.B6.S1 Reporting Category 2 Reading Application - have students cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and teachers will re-teach the strategy during Saturday Academy and Pull-out tutoring.

Action Step 1

Teachers will instruct students on anchoring conclusions back to the text (e.g., explaining and justifying decisions)

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B6.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B7 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the White subgroup is Reporting Category 2 Reading Application.

G1.B7.S1 Reporting Category 2 Reading Application - Teachers will encourage students to read from a wide variety of texts.

Action Step 1

Teachers will utilize various texts in order for students to practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B7.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B8 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the ELL subgroup is Reporting Category 3 Literary Analysis.

G1.B8.S1 Reporting Category 3 Literary Analysis - Teachers will emphasize identifying words and clue words that signal relationships and instruct students in reducing textual information to key points so that comparisons can be made across texts and teachers will focus on vocabulary best practices during after-school tutoring and Saturday Academy.

Action Step 1

Teachers will use graphic organizers to help students read closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, CELLA and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B8.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

G1.B9 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the SWD subgroup is Reporting Category 2 Reading Application.

G1.B9.S1 Reporting Category 2 Reading Application - Teachers will help students use graphic organizers to see patterns and summarize the main points.

Action Step 1

Teachers will utilize graphic organizers such (e.g., note taking, mapping), summarization activities and questioning the author.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B9.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B10 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the ED subgroup is Reporting Category 2 Reading Application.

G1.B10.S1 Reporting Category 2 Reading Application - Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Teachers will implement anchoring conclusions back to the text (e.g., explaining and justifying decisions) and opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text).

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Reading Department Chair

Participants:

Language Arts/Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B10.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

G1.B11 The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Listening and Speaking is Reporting Category 1 Vocabulary.

G1.B11.S1 Reporting Category 1 Vocabulary - Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Teachers will utilize vocabulary word maps, word walls, and personal dictionaries to assist students in learning new vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, CELLA and Interim Assessments.

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B11.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

G1.B12 The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Reading is Reporting Category 3 Literary Analysis.

G1.B12.S1 Reporting Category 3 Literary Analysis - Teachers will implement reciprocal teaching: composed of four comprehension strategies: predicting, clarifying, questioning and summarizing

Action Step 1

Teachers will utilize jump-In reading in which students will begin to read aloud and at different times during the reading, the reader stops and another begins where he/she left off. This is a practical strategy for ELL students since there is no pressure to read a specific paragraph aloud. Teacher will also use questioning the author strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, CELLA and Interim Assessments.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B12.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

G1.B13 The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Writing is Reporting Category 1 Vocabulary.

G1.B13.S1 Reporting Category 1 Vocabulary - Teachers will use a word bank before reading and set a purpose for the reading. ELL students keep a vocabulary notebook to review, practice and reinforce learning of the target language.

Action Step 1

Teachers will incorporate process writing, in which students will engage in planning, drafting, revising, editing, and publishing with focus on vocabulary and word choice, as well as, sharing and responding to writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, CELLA and Interim Assessments.

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B13.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

LLT, MTSS/RtI teams

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, CELLA and 2014 FCAT 2.0.

G2. Students scoring FCAT Level 3.5 or above in the 2014 FCAT Writing will increase by five percentage points from 47% to 52%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration for students scoring Level 3.5 and above was Writing Application.

G2.B1.S1 Teachers will engage students in utilizing claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources and encourage students to use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence.

Action Step 1

Students will write in a variety of forms and record information related to a topic, as well as, encourage students to write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monthly writing assessments, class writing activities and Interim Assessments.

Facilitator:

Language Arts Chair

Participants:

Language Arts Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Writing Assessments and 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Writing Assessments and 2014 FCAT Writing 2.0

G3. Students scoring FCAT Mathematics Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 24% to 28%.

G3.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students who scored FCAT Level 3 is Reporting Category is Geometry and Measurement.

G3.B1.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - teachers will develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

Students will engage in higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work, classroom assessments, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B1.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work, classroom assessments, Interim Assessments and 2014 Mathematics FCAT 2.0

G3.B2 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students who scored FCAT Level 4 and above is Reporting Category is Geometry and Measurement.

G3.B2.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - Teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Action Step 1

Students will be provided with enrichment opportunities to extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work, classroom observations and assessments, Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Assessments and 2014 Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Assessments and 2014 Mathematics FCAT 2.0

G3.B3 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students making learning gains is Reporting Category Probability and Statistics.

G3.B3.S1 The following instructional strategy will be used to support Reporting Category Statistics and Probability - Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of ratios, rates, and proportional and non-proportional relationships in the classroom.

Action Step 1

Students will engage in mathematical fluency and problem solving skills in the areas of statistics and probability and will be given time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Math Teachers

Participants:

Math Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Assessments and 2014 Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Assessments and 2014 Mathematics FCAT 2.0

G3.B4 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the lowest 25% making learning gains is Reporting Category Probability and Statistics.

G3.B4.S1 The following instructional strategy will be used to support Reporting Category Probability and Statistics - Teachers will plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of statistics and probability.

Action Step 1

Students will be given the opportunity to use a variety of manipulatives (coins, spinners, die) to explore outcomes of an experiment and predict which events are likely or unlikely.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B4.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

G3.B5 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the Black subgroup is Reporting Category Geometry and Measurement.

G3.B5.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - Teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice.

Action Step 1

Students will be given opportunities to use the Pythagorean Theorem to solve routine height or distance problems when given the measures of both legs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B5.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 201 Mathematics FCAT 2.0.

G3.B6 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the Hispanic subgroup is Reporting Category Geometry and Measurement.

G3.B6.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - Teachers will provide infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems and teachers will emphasize strategy during Saturday Academy and during Pull-out Tutoring.

Action Step 1

Students will engage in problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B6.S1

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT 2.0.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

G3.B7 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the White subgroup is Reporting Category Geometry and Measurement.

G3.B7.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - Teachers will provide infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Action Step 1

Students will utilize a variety of models of representation (nets of prisms, pyramids, and cylinders) and engage in hands-on activities to develop understanding of the process to determine surface area and volume prior to introducing the formulas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B7.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administrator

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

G3.B8 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the ELL subgroup is Reporting Category Probability and Statistics.

G3.B8.S1 The following instructional strategy will be used to support Reporting Category Statistics and Probability - Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will engage in opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B8.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

G3.B9 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the SWD subgroup is Reporting Category Probability and Statistics.

G3.B9.S1 The following instructional strategy will be used to support Reporting Category Statistics and Probability - Teachers will infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems and teachers will provide additional reinforcement during Saturday Academy and Pull-out Tutoring.

Action Step 1

Students will engage in flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B9.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

G3.B10 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the ED subgroup is Reporting Category Geometry and Measurement.

G3.B10.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - teachers will develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

Students will be given opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Math Department Chair

Participants:

Math Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

Plan to Monitor Effectiveness of G3.B10.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Mathematics FCAT 2.0.

G4. Our goal for the 2013-2014 school year is to increase the participation percentage of Middle School Acceleration by 5 percentage points from 48% to 53%.

G4.B1 Increase the percentage of students participating in Middle School Acceleration courses.

G4.B1.S1 Educate parents and students on the various Acceleration courses offered in middle school; provide and overview of the requirements and course objectives; promote the courses throughout the year amongst the community.

Action Step 1

Schedule orientation meetings with neighboring elementary schools and hold various informational sessions in the school.

Person or Persons Responsible

Counselors/Department Chairs

Target Dates or Schedule

On-going

Evidence of Completion

Attendance rosters and increase in course aplications.

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

Review Attendance Rosters and Course Requests.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Review Attendance Rosters and Course Requests.

Plan to Monitor Effectiveness of G4.B1.S1

Review Attendance Rosters and Course Requests.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Review Attendance Rosters and Course Requests.

G5. Students scoring Algebra Level 3 or above on the 2014 Algebra I End of Course Exam will be maintained at 98%.

G5.B1 The area of deficiency as noted on the Algebra EOC administration for students who scored Level 3 is Reporting Category Polynomials.

G5.B1.S1 Reporting Category Polynomials - Teachers will provide opportunities for students to practice the content so they will be able to: apply the laws of exponents to simplify monomial expressions with integral exponents.

Action Step 1

Students will simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts; completely factor polynomials; simplify rational expressions and divide polynomials by monomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Algebra EOC.

Plan to Monitor Effectiveness of G5.B1.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Algebra EOC.

G5.B2 The area of deficiency as noted on the Algebra EOC administration for students who scored Level 4 and above is Reporting Category Polynomials.

G5.B2.S1 Reporting Category Polynomials - Teachers will provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Students will engage in completting factor polynomials expressions when more than one method is required, simplify rational expressions and divide polynomials by monomials

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Algebra EOC.

Plan to Monitor Effectiveness of G5.B2.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Algebra EOC.

G6. Students scoring FCAT Science Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 21% to 25%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Science administration for students scoring Level 3 is Reporting Category Physical Science.

G6.B1.S1 The following instructional strategy will be used to support Reporting Category Physical Science - Teachers will explicitly implement the differentiation between physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance. In addition, teachers will review and reteach specific benchmarks in order to ensure comprehension.

Action Step 1

Students will engage in rigorous activities, high order questioning strategies to increase their conceptual understanding of physical science through more hands-on activities and computer based programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

Facilitator:

Science Chair

Participants:

Science Teachers

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Assessments and 2014 FCAT Science.

Plan to Monitor Effectiveness of G6.B1.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments, observations, Interim Assessments and 2014 FCAT Science.

G6.B2 The area of deficiency as noted on the 2013 FCAT Science administration for students scoring Level 4 and above is Reporting Category Physical Science.

G6.B2.S1 The following instructional strategy will be used to support Reporting Category Physical Science - Teachers will Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. In addition, teachers will reteach covered concepts to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Students will be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT Science.

Plan to Monitor Effectiveness of G6.B2.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT Science.

G7. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM-related experiences by 20%.

G7.B1 An area of needed improvement in STEM is the number of experiences students engage in throughout the year.

G7.B1.S1 The following strategies will be used to support STEM: Develop an after school STEM program, provide students with opportunities to enter into STEM competitions and design classroom activities that miror inquiry based learning.

Action Step 1

Teachers will encourage and monitor enrollment in activities and project-based participation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Participation in various competitions and projects.

Facilitator:

District

Participants:

Science and/or Math Teachers

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

Enrollment and project-based participation.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Participation in various competitions and projects.

Plan to Monitor Effectiveness of G7.B1.S1

Enrollment and project-based participation.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Participation in various competitions and projects.

G7.B2 An area of improvement in STEM is the percent of students participating in STEM related activities.

G7.B2.S1 Teachers will exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM).

Action Step 1

Students will engage in hands-on, real-world STEM applications through projects and activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Enrollment and project-based participation.

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

Enrollment and project-based participation.

Person or Persons Responsible

Administration and Science Chair

Target Dates or Schedule

On-going

Evidence of Completion

Participation in various competitions and projects.

Plan to Monitor Effectiveness of G7.B2.S1

Enrollment and project-based participation.

Person or Persons Responsible

Administration and Science Chair

Target Dates or Schedule

On-going

Evidence of Completion

Participation in various competitions and projects.

G8. Our goal for the 2013-1014 school year is to increase the percent proficient in the Civics EOC by 5 percentage points.

G8.B1 The area of deficiency as noted on the 2013 Civics Baseline was Reporting Category Organization and Function of Government.

G8.B1.S1 Teachers will provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. In addition, teachers will supplement instruction with the infusion of iCivics resources, CNN Student News, and BrainPop activities.

Action Step 1

Students will utilize print and non-print resources to research specific issues related to government/civics; and engage in alternate solutions to the problems researched.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

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

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 Civics EOC.

Plan to Monitor Effectiveness of G8.B1.S1

Conduct classroom walk-throughs, following the FCIM model, assessment data will be reviewed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments and 2014 FCAT Civics EOC.

G9. Our goal for the 2013-2014 school year is to reduce the number of students who receive one or more behavior referrals that lead to suspension by 1%.

G9.B1 Students who miss 10% or more of instructional time exhibiting a decline in academic grades and conduct.

G9.B1.S1 Target those students early in the year and meet with parents to discuss the importance of attendance and refer to the Attendance Review Committee for support.

Action Step 1

Review attendance reports to identify students.

Person or Persons Responsible

Counselors and Attendance Review Committee.

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports.

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

Attendance and Suspension Reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports.

Plan to Monitor Effectiveness of G9.B1.S1

Attendance and Suspension Reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports.

G9.B2 Students failing one or more courses demonstrate a decline in their overall academic grades.

G9.B2.S1 After the first grading period, identify students failing one or more courses and develop an intervention plan - follow the RtI/MTSS plan.

Action Step 1

Review Tier 2 strategies and interventions in the RtI/MTSS process.

Person or Persons Responsible

RtI/MTSS team.

Target Dates or Schedule

On-going

Evidence of Completion

Monitor and Completion of Tier 2 Interventions.

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

Review Tier 2 strategies and interventions in the RtI/MTSS process.

Person or Persons Responsible

RtI/MTSS Team

Target Dates or Schedule

On-going

Evidence of Completion

Monitor and Completion of Tier 2 interventions.

Plan to Monitor Effectiveness of G9.B2.S1

Review Tier 2 strategies and interventions in the RtI/MTSS process.

Person or Persons Responsible

RtI/MTSS Team

Target Dates or Schedule

On-going

Evidence of Completion

Monitor and completion of Tier 2 interventions.

G9.B3 Students with one or more behavior referrals demonstrate a decline in grades and conduct.

G9.B3.S1 Identify students with one or more behavior referrals. Meet with parents, place students on a behavior contract and review the District's Code of Student Conduct.

Action Step 1

Review SCAMs, suspension reports and Case Management History.

Person or Persons Responsible

Administration/Counselors

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports.

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

Review of SCAMS and Case Management History.

Person or Persons Responsible

Adminstration/Counselors

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports.

Plan to Monitor Effectiveness of G9.B3.S1

Review of SCAMS and Case Management History.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports.

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
Supplementary services are provided throughout the school year to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. In addition, support services are provided to the school, students, and families through professional development and workshops targeting areas of need. Curriculum leaders develop and facilitate professional development opportunities for staff focusing on effective reading and instructional strategies. Leadership Team reviews data assessments and reports identifying students and teachers in need of support encourage teachers to engage in professional growth opportunities. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP), the school improvement process and the life of the school and the annual Title I 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 to inform planning for the following year. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. The district coordinates with Title II and Title III in ensuring staff development needs are provided. .
Title I, Part C- Migrant
The 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
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Counselors work with at-risk students throughout the year.
Title II
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
o Mentors are assigned to new/beginning teachers and they provide instructional support during the school year through observations, professional development, content area discussions and feedback.
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
o Identified teachers are encouraged to complete subject/content-based endorsements based on student need.
• 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
The PDL plans and organizes in-house professional development workshops based on student/teacher need.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
ELL students are encouraged to participate in after-school tutoring services focusing on math, reading and writing. Students are tutored by ESOL endorsed teachers that speak the students' native language.
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• A school-based School Homeless Liaison has been identified and has attended training on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
• The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Ruben Dario Middle Community School is a Healthy School and as such encourages the consumption of healthy snacks and meals.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
By promoting Career Pathways and Programs of Study students 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 advance of those opportunities. In addition, articulation agreements allow students to earn college and postsecondary technical credits in high school and provides 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 Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Job Training
N/A
Other
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.
Health Connect in Our Schools (HCiOS)
HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS services reduces or eliminates barriers of care, connects eligible students with health insurance and a medical home, provides care for students who are not eligible for other services. It enhances the health education activities provided by the schools and by the health department.
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. Students scoring FCAT Reading Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 23% to 27%.

G1.B1 The area of deficiency as noted on the 2013 FCAT Reading administration for students who scored FCAT Level 3 is Reporting Category 2 Reading Application.

G1.B1.S1 Reporting Category Reading Application - • cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Students will practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support.

Facilitator

Language Arts Department Chair

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G1.B3 The area of deficiency as noted on the 2013 FCAT Reading administration for students making learning gains is Reporting Category 3 Literary Analysis.

G1.B3.S1 Reporting Category Literary Analysis - practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

PD Opportunity 1

Teachers will instruct students in analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Facilitator

Reading Department Chair

Participants

Language Arts/Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G1.B10 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the ED subgroup is Reporting Category 2 Reading Application.

G1.B10.S1 Reporting Category 2 Reading Application - Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

PD Opportunity 1

Teachers will implement anchoring conclusions back to the text (e.g., explaining and justifying decisions) and opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text).

Facilitator

Reading Department Chair

Participants

Language Arts/Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G2. Students scoring FCAT Level 3.5 or above in the 2014 FCAT Writing will increase by five percentage points from 47% to 52%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration for students scoring Level 3.5 and above was Writing Application.

G2.B1.S1 Teachers will engage students in utilizing claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources and encourage students to use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence.

PD Opportunity 1

Students will write in a variety of forms and record information related to a topic, as well as, encourage students to write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Facilitator

Language Arts Chair

Participants

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monthly writing assessments, class writing activities and Interim Assessments.

G3. Students scoring FCAT Mathematics Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 24% to 28%.

G3.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students who scored FCAT Level 3 is Reporting Category is Geometry and Measurement.

G3.B1.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - teachers will develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

PD Opportunity 1

Students will engage in higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G3.B3 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students making learning gains is Reporting Category Probability and Statistics.

G3.B3.S1 The following instructional strategy will be used to support Reporting Category Statistics and Probability - Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of ratios, rates, and proportional and non-proportional relationships in the classroom.

PD Opportunity 1

Students will engage in mathematical fluency and problem solving skills in the areas of statistics and probability and will be given time to practice and apply learned concepts in real-life situations.

Facilitator

Math Teachers

Participants

Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G3.B10 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the ED subgroup is Reporting Category Geometry and Measurement.

G3.B10.S1 The following instructional strategy will be used to support Reporting Category Geometry and Measurement - teachers will develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

PD Opportunity 1

Students will be given opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G6. Students scoring FCAT Science Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 21% to 25%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Science administration for students scoring Level 3 is Reporting Category Physical Science.

G6.B1.S1 The following instructional strategy will be used to support Reporting Category Physical Science - Teachers will explicitly implement the differentiation between physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance. In addition, teachers will review and reteach specific benchmarks in order to ensure comprehension.

PD Opportunity 1

Students will engage in rigorous activities, high order questioning strategies to increase their conceptual understanding of physical science through more hands-on activities and computer based programs.

Facilitator

Science Chair

Participants

Science Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, classroom assessments and observations, and Interim Assessments.

G7. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM-related experiences by 20%.

G7.B1 An area of needed improvement in STEM is the number of experiences students engage in throughout the year.

G7.B1.S1 The following strategies will be used to support STEM: Develop an after school STEM program, provide students with opportunities to enter into STEM competitions and design classroom activities that miror inquiry based learning.

PD Opportunity 1

Teachers will encourage and monitor enrollment in activities and project-based participation.

Facilitator

District

Participants

Science and/or Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Participation in various competitions and projects.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring FCAT Reading Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 23% to 27%.	$5,508
G2.	Students scoring FCAT Level 3.5 or above in the 2014 FCAT Writing will increase by five percentage points from 47% to 52%.	$922
G3.	Students scoring FCAT Mathematics Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 24% to 28%.	$2
G7.	Our goal for the 2013-2014 school year is to increase the number of students participating in STEM-related experiences by 20%.	$1,960
	Total	$8,392

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Technology	Total
SAC	$1,428	$0	$1,960	$3,388
Title I	$4	$0	$0	$4
Title III	$0	$5,000	$0	$5,000
Total	$1,432	$5,000	$1,960	$8,392

Budget Details

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

G1. Students scoring FCAT Reading Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 23% to 27%.

G1.B1 The area of deficiency as noted on the 2013 FCAT Reading administration for students who scored FCAT Level 3 is Reporting Category 2 Reading Application.

G1.B1.S1 Reporting Category Reading Application - • cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Students will practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support.

Resource Type

Other

Resource

Teachers will utilize supplementary materials and resources ti enrich and target specific reading benchmarks in lessons.

Funding Source

SAC

Amount Needed

$506

G1.B4 The area of deficiency as noted on the 2013 FCAT Reading administration for students in the lowest 25% making learning gains is Reporting Category 4 Informational Text/Research Process.

G1.B4.S1 Reporting Category 4 Informational Text/Reference Process - analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Action Step 1

Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.

Resource Type

Other

Resource

Teachers will provide researched-based reading strategies to supplement, enrich and target specific reading benchmarks in tutoring sessions.

Funding Source

Title I

Amount Needed

$2

G1.B12 The area of deficiency as noted on the 2013 FCAT Reading administration for students taking the CELLA Reading is Reporting Category 3 Literary Analysis.

G1.B12.S1 Reporting Category 3 Literary Analysis - Teachers will implement reciprocal teaching: composed of four comprehension strategies: predicting, clarifying, questioning and summarizing

Action Step 1

Teachers will utilize jump-In reading in which students will begin to read aloud and at different times during the reading, the reader stops and another begins where he/she left off. This is a practical strategy for ELL students since there is no pressure to read a specific paragraph aloud. Teacher will also use questioning the author strategies.

Resource Type

Evidence-Based Program

Resource

Teachers will implement the Imagine Learning and Achieve 3000 computer-based program to target and enrich instruction during tutorial sessions.

Funding Source

Title III

Amount Needed

$5,000

G2. Students scoring FCAT Level 3.5 or above in the 2014 FCAT Writing will increase by five percentage points from 47% to 52%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration for students scoring Level 3.5 and above was Writing Application.

G2.B1.S1 Teachers will engage students in utilizing claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources and encourage students to use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence.

Action Step 1

Students will write in a variety of forms and record information related to a topic, as well as, encourage students to write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Resource Type

Other

Resource

Teachers will utilize journals and writing portfolios in order to monitor and support student writing. Students will also utilize reference writing materials and thesaurus.

Funding Source

SAC

Amount Needed

$922

G3. Students scoring FCAT Mathematics Level 3 or above on the 2014 FCAT 2.0 will increase by four percentage points from 24% to 28%.

G3.B4 The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration for students in the lowest 25% making learning gains is Reporting Category Probability and Statistics.

G3.B4.S1 The following instructional strategy will be used to support Reporting Category Probability and Statistics - Teachers will plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of statistics and probability.

Action Step 1

Students will be given the opportunity to use a variety of manipulatives (coins, spinners, die) to explore outcomes of an experiment and predict which events are likely or unlikely.

Resource Type

Other

Resource

Teachers will provide researched-based mathematics strategies to supplement, enrich and target specific mathematics benchmarks in tutoring sessions.

Funding Source

Title I

Amount Needed

$2

G7. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM-related experiences by 20%.

G7.B1 An area of needed improvement in STEM is the number of experiences students engage in throughout the year.

G7.B1.S1 The following strategies will be used to support STEM: Develop an after school STEM program, provide students with opportunities to enter into STEM competitions and design classroom activities that miror inquiry based learning.

Action Step 1

Teachers will encourage and monitor enrollment in activities and project-based participation.

Resource Type

Technology

Resource

Teachers will utilize technology based projects and activities to provide support for more hands-on computer based activities. Students will complete projects utilizing Smartboards, projectors, computers and soft ware programs.

Funding Source

SAC

Amount Needed

$1,960