2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy Lakes Middle School
17300 NW 87TH AVE
Hialeah, FL 33015
305-512-3917

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	77%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	96%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Mater Academy Lakes Middle School

Principal
Francisco Jimenez

School Advisory Council chair
George Groezinger

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

Name	Title
Franciso Jimenez	Principal
Rene Rovirosa	Vice Principal
George Groezinger	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Vice Principal – 1, Assistant Principal – 1, UTD steward – 1, teachers – 6, parents – 10, student – 3

Involvement of the SAC in the development of the SIP

Our EESAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup.

Activities of the SAC for the upcoming school year

The EESAC Committee will ensure that funds allocated for instructional supplies that foster student success are spent appropriately. In addition formative assessments results will be analyzed, data disaggregated, instruction adjusted and interventions implemented that ensure that all students have a maximum opportunity to perform at grade-level mastery on summative assessments.

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

EESAC funds will be used to provide for iXEL in math classes and Springboard materials in Language Arts classes.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Francisco Jimenez		
Principal	Years as Administrator: 11	Years at Current School: 4
Credentials	BS in Biology and MS in Educational Leadership from Barry University	
Performance Record	2013 – School Grade = A Rdg. Proficiency, 75% Math Proficiency, 76% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 75points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –68% Math AMO–71% 2012 – School Grade = A Rdg. Proficiency, 66% Math Proficiency, 69% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 64 points Rdg. AMO 65% Math AMO–68% 2011 – School Grade = B Rdg. Proficiency, 68% Math Proficiency, 70% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 68 points 2010 – School Grade = A Rdg. Proficiency, 61% Math Proficiency, 91% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 84 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 82 points 2009 – School Grade = A Rdg. Proficiency, 45% Math Proficiency, 88% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 85 points	

Rdg. Imp. of Lowest 25% -
51 points
Math Imp. of Lowest 25% -
87 points

Rene Rovirosa		
Asst Principal	Years as Administrator: 11	Years at Current School: 8

Credentials	BS-Social Studies, Florida International University; MS-Supervision, Florida International University, Educational Leadership Certificate- State of Florida
Performance Record	2013 – School Grade = A Rdg. Proficiency, 75% Math Proficiency, 76% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 75points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –68% Math AMO–71% 2012 – School Grade = A Rdg. Proficiency, 66% Math Proficiency, 69% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 64 points Rdg. AMO 65% Math AMO–68% 2011 – School Grade = B Rdg. Proficiency, 68% Math Proficiency, 70% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 59 points 2010 – School Grade = A Rdg. Proficiency, 46% Math Proficiency, 79% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 77 points 2009 – School Grade = B Rdg. Proficiency, 57% Math Proficiency, 62% Rdg. Lrg. Gains, 64 points

Math Lrg. Gains, 74 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
70 points

George Groezinger		
Asst Principal	Years as Administrator: 2	Years at Current School: 8

Credentials	BS in Chemistry, Wheaton College; MS in Educational Leadership, American College of Education
Performance Record	2013 – School Grade A Rdg. Proficiency, 75% Math Proficiency, 76% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 75points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –68% Math AMO–71% 2012 – School Grade A Rdg. Proficiency, 66% Math Proficiency, 69% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 64 points Rdg. AMO 65% Math AMO–68% 2011 – School Grade = B Rdg. Proficiency, 68% Math Proficiency, 70% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 59 points 2010 – School Grade = A Rdg. Proficiency, 46% Math Proficiency, 79% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 77 points 2009 – School Grade = B Rdg. Proficiency, 57% Math Proficiency, 62% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 74 points

Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
70 points

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
22

 # receiving effective rating or higher
22, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
22, 100%

 # ESOL endorsed
11, 50%

 # reading endorsed
3, 14%

 # with advanced degrees
9, 41%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
5, 23%

 # with 6-14 years of experience
16, 73%

 # with 15 or more years of experience
1, 5%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

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

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

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

Prospective teachers are interviewed by Administration and Department Heads to determine educational experience and expertise.

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

New teachers at Mater Lakes Academy are paired with veteran teachers who teach the same subjects for the sharing of Best Practices, and participation in weekly professional learning communities, release time for observation, coaching and planning.

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

RtI 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.

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

RtI leadership is vital, therefore, in building our team we have considered the following:
• Principal who will ensure commitment and allocate resources;
• Vice-Principal will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Assistant Principal who will meet to review consensus, infrastructure, and implementation of building level.
With these parameters in mind, our leadership team consists of:

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will meet monthly to:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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

FAIR Assessments
• CELLA Assessment
• Baseline Assessments
• Pre and Post Tests
• Interim Assessments
• FCAT Scores
• EOC Scores
• Teacher Formative and Summative Assessments

• Student Portfolios
• IEP's
• Suspension Rates
• Attendance Rates
2. . Data is analyzed and disaggregated first by the MTSS/RtI leadership team. This data is used to drive instruction as well as to plan interventions. Responses to interventions that are in place are analyzed and input is sought on future instructional practices by the EESAC committee, faculty, and all other stakeholders.

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

The MTSS Leadership Team 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 wellbeing, and prevention of student failure through early intervention.
1. MTSS leadership is vital, therefore, in building our team we have considered the following:
• Administrators will ensure commitment and allocate resources
• Teachers will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group levels.
• Team members will meet to review consensus, infrastructure, and implementation of MTSS
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• Member of advisory group Community stakeholders

Literacy Leadership Team (LLT)

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

Name	Title
Francisco Jimenez	Principal
Rene Rovirosa	Vice Principal
George Groezinger	Assistant Principal
Matthew Bieule	Test Chair
Nored Nunez	Science Dept Head
Alice Martinez	Activities Director
Joanna Mansfield	Early Childhood Teacher
Wilhelm Lapica	Social Studies Teacher
Marjorie Enriquez	SPED and ELL Specialist
Jeniifer Todd	Social Studies Teacher
Jessica Brown	Language Arts Teacher

How the school-based LLT functions

1. The Literacy Team will meet monthly to analyze and disaggregate data.
2. The role of the LLT is to work on constantly reviewing and modifying our literacy efforts for the school

year based on areas of needed improvement.
3. The LLT will train faculty and staff on the school's literacy initiatives through professional development and departmental meetings
4. There will be at least one member of the LLT to attend all EESAC meetings to report the LLT efforts to all stakeholders.

Major initiatives of the LLT

>Use data constantly available to LLT and teachers to evaluate ALL students and find ways to constantly improve their literacy.
>All teachers will promote reading and writing skills in their classrooms.
>All teachers will set up word walls in their classrooms to enhance the print-rich environment for the students for each subject area.
>The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms

Every Teacher Contributes to Reading Instruction

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

At Mater Lakes Academy all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Professional Development has been held and more are sessions are planned to assist teachers in becoming teachers of reading. Teachers are CRISS trained. The establishment of a literacy leadership team will help facilitate many professional developments that cover a gamut of reading areas- from benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.
A myriad of instructional resources are housed in our library, and word walls will be employed in every discipline.
The Literacy Leadership Team will be responsible for monitoring that reading strategies are implemented with fidelity.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	75%	Yes	72%
American Indian				
Asian				
Black/African American	44%	50%	Yes	50%
Hispanic	69%	76%	Yes	72%
White	65%	76%	Yes	69%
English language learners	57%	38%	No	61%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	66%	74%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	239	34%	36%
Students scoring at or above Achievement Level 4	294	41%	42%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	44%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	44%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	121	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	76%	Yes	74%
American Indian				
Asian				
Black/African American	48%	67%	Yes	54%
Hispanic	73%	76%	Yes	75%
White	65%	81%	Yes	69%
English language learners	60%	51%	No	64%
Students with disabilities	56%	47%	No	60%
Economically disadvantaged	71%	75%	Yes	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	223	35%	37%
Students scoring at or above Achievement Level 4	253	39%	40%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		52%	57%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	37%	37%
Students scoring at or above Achievement Level 4	36	58%	58%

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	51	26%	30%
Students scoring at or above Achievement Level 4	28	14%	16%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	31%	31%
Students scoring at or above Achievement Level 4	23	66%	66%

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)	5		6
Participation in STEM-related experiences provided for students	300	48%	53%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	210	33%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	13	2%	1%
Students who fail a mathematics course	68	9%	8%
Students who fail an English Language Arts course	41	6%	5%
Students who fail two or more courses in any subject	61	8%	7%
Students who receive two or more behavior referrals	26	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	45	6%	5%

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

Parents have limited understanding of student data (Baseline, Mid-Year, and FCAT) and how it affects teaching and learning. Parents also have a limited understanding of the Student Code of Conduct. Through EESAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To observe an increase of 3% of the number of parents attending EESAC Meetings,Open House, and School Functions	511	73%%	76%%

Goals Summary

G1. On the 2013 Reading FCAT 2.0 student proficiency was at 41%. Our goal on the 2014 Reading FCAT 2.0 is to increase student proficiency 42%. This indicates an increase of 2 percentage points.

G2. On the 2013 Writing FCAT 2.0 student proficiency was at 52%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 57%. This indicates an increase of 5 percentage points.

G3. On the 2013 FCAT Mathematics 2.0, student proficiency was at 76%. Our goal for the 2014 FCAT Mathematics 2.0 is to increase student proficiency to 78%. This indicates an increase to student proficiency by 2 percentage points.

G4. In the 2012-2013, 52% of our students participated in Middle School Acceleration courses. Our goal for the 2013-2014 school year is to increase student participation to 57%. This indicates an increase of 5 percentage points.

G5. On the 2013 Algebra 1 EOC, the student proficiency was 95%. Our goal for 2014 Algebra 1 EOC is to maintain student proficiency at 95% percent.

G6. On the 2013 Science FCAT 2.0 student proficiency was 26%. Our goal on the 2014 FCAT Science is to increase student proficiency to 30%. This indicates an increase of 4 percentage points.

G7. On the 2013 Biology EOC, the student proficiency was 97%. Our goal for the 2014 Biology EOC is to maintain our proficiency at 97%.

G8. In the 2012-2013 school year, our student's experienced a 24% participation in STEM-related experiences. Our goal for 2014 is to increase STEM related experiences to 28%. This indicates an increase of student experiences by 4 percentage points.

G9. On the 2013 Civics EOC Test, baseline student proficiency was 0%. Our goal is to increase student proficiency level to 30% on the 2014 Civics EOC Assessment indicating an increase of 30 percentage points .

G10. In 2012-2013, our attendance data indicates that 2% of our students missed 10 or more days of instruction. Our goal for the 2013-2014 school year is to reduce it to 1%. This indicates a decrease of 1 percentage point.

G11. In the 2012-2013 school year, our Parent participation was 65%. Our goal for the 2013-2014 school year is to increase Parent participation to 70%. This indicates an increase of 5 percentage points.

Goals Detail

G1. On the 2013 Reading FCAT 2.0 student proficiency was at 41%. Our goal on the 2014 Reading FCAT 2.0 is to increase student proficiency 42%. This indicates an increase of 2 percentage points.

Targets Supported

Resources Available to Support the Goal
- Springboard Reading Strategies and Reading Plus

Targeted Barriers to Achieving the Goal
- On the 2013 Reading FCAT 2.0 student proficiency level 3 was at 34%. Our goal is to increase student proficiency level 3 to 36% on the 2014 Reading FCAT 2.0 indicating an increase of 2 percentage points.

- Our Students with Disabilities subgroup scored 33% proficient on the 2013 FCAT Reading 2.0. Our goal is for these students to score 53% proficiency on the 2014 FCAT Reading 2.0.

- Our English Language Learners scored 38% proficient on the 2013 FCAT Reading 2.0. Our goal is for these students to score 61% proficiency on the 2014 FCAT Reading 2.0.

Plan to Monitor Progress Toward the Goal

Reading Plus and Springboard Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Reading Plus and Springboard Assessments

G2. On the 2013 Writing FCAT 2.0 student proficiency was at 52%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 57%. This indicates an increase of 5 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing test was recording Grammar and puncutation as the areas with the most area for improvement. Students are not given enough opportunities to write and analyze their prompts.

Plan to Monitor Progress Toward the Goal

2014 FCAT Writing

Person or Persons Responsible
Administration

Target Dates or Schedule:
Spring 2014

Evidence of Completion:
2014 FCAT Writing

G3. On the 2013 FCAT Mathematics 2.0, student proficiency was at 76%. Our goal for the 2014 FCAT Mathematics 2.0 is to increase student proficiency to 78%. This indicates an increase to student proficiency by 2 percentage points.

Targets Supported

Resources Available to Support the Goal
- iXEl

Targeted Barriers to Achieving the Goal
- Our English Language Learners scored 51% proficient on the 2013 FCAT Mathematics 2.0. Our goal is for these students to score 64% proficiency on the 2014 FCAT Mathematics 2.0.

- Our SWD subgroup scored 47% proficient on the 2013 FCAT Mathematics 2.0. Our goal is for these students to score 60% proficiency on the 2014 FCAT Mathematics 2.0.

- The results of the 2013 FCAT Mathematics test indicate that 47 % of Students With Disabilities achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 60 %.

Plan to Monitor Progress Toward the Goal

District Fall and Winter Interim Assessments results

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
October 2013 and February 2014

Evidence of Completion:
Spreadsheets of District Fall and Winter Interim Assessments results will be analyzed to determine the percentage of our ELL students who score proficient in 2014 FCAT Reading 2.0.

G4. In the 2012-2013, 52% of our students participated in Middle School Acceleration courses. Our goal for the 2013-2014 school year is to increase student participation to 57%. This indicates an increase of 5 percentage points.

Targets Supported

Resources Available to Support the Goal
- iXEL Mathematics

Targeted Barriers to Achieving the Goal
- With so few middle school students, the school will advise students that are capable of performing at an advanced level into those high school leveled courses.

Plan to Monitor Progress Toward the Goal

Percentage of middle school students enrolled in high school courses.

Person or Persons Responsible
Administration

Target Dates or Schedule:
ongoing

Evidence of Completion:
Percentage of middle school students enrolled in high school courses.

G5. On the 2013 Algebra 1 EOC, the student proficiency was 95%. Our goal for 2014 Algebra 1 EOC is to maintain student proficiency at 95% percent.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- iXEL

Targeted Barriers to Achieving the Goal
- 95% of our students scored a Level 3-5 on the Algebra I EOC in the Spring of 2013. Our goal for the spring of 2014 is to maintain our Level 3-5 proficiency at 95%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. On the 2013 Science FCAT 2.0 student proficiency was 26%. Our goal on the 2014 FCAT Science is to increase student proficiency to 30%. This indicates an increase of 4 percentage points.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

Plan to Monitor Progress Toward the Goal

Fall and Winter Science Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2014, Winter 2014

Evidence of Completion:
Fall and Winter Science Interim Assessment results

G7. On the 2013 Biology EOC, the student proficiency was 97%. Our goal for the 2014 Biology EOC is to maintain our proficiency at 97%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Laboratory supplies

Targeted Barriers to Achieving the Goal
- Students are not given enough opportunities to perform hands-on laboratory experiments and interpret results.

Plan to Monitor Progress Toward the Goal

Biology Fall and Winter Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2013 and Winter 2014

Evidence of Completion:
Biology Fall and Winter Interim Assessment results

G8. In the 2012-2013 school year, our student's experienced a 24% participation in STEM-related experiences. Our goal for 2014 is to increase STEM related experiences to 28%. This indicates an increase of student experiences by 4 percentage points.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.

Targeted Barriers to Achieving the Goal
- Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events

Plan to Monitor Progress Toward the Goal

STEM enrollment numbers

Person or Persons Responsible
Administration

Target Dates or Schedule:
Semi-Annually

Evidence of Completion:
STEM enrollment numbers

G9. On the 2013 Civics EOC Test, baseline student proficiency was 0%. Our goal is to increase student proficiency level to 30% on the 2014 Civics EOC Assessment indicating an increase of 30 percentage points .

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Word walls in Civics classrooms containing subject specific vocabulary which enable students to demonstrate mastery in Civics.

Targeted Barriers to Achieving the Goal
- Students lack reading comprehension skills which enable them to comprehend civics related material and subject-specific vocabulary which enable student proficiency in Civics.

Plan to Monitor Progress Toward the Goal

Civics Interim Assessment results

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2013, Spring 2014

Evidence of Completion:
Civics Interim Assessment results

G10. In 2012-2013, our attendance data indicates that 2% of our students missed 10 or more days of instruction. Our goal for the 2013-2014 school year is to reduce it to 1%. This indicates a decrease of 1 percentage point.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Guidance Counselors

Targeted Barriers to Achieving the Goal
- Students fail to realize the importance of regular attendance.

Plan to Monitor Progress Toward the Goal

Administration and Guidance counselors will contact the parents of students with excessive absences.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Administration and Guidance counselors will contact the parents of students with excessive absences.

G11. In the 2012-2013 school year, our Parent participation was 65%. Our goal for the 2013-2014 school year is to increase Parent participation to 70%. This indicates an increase of 5 percentage points.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Connect-Ed

Targeted Barriers to Achieving the Goal
- Parents do not receive communication regarding school activities.

Plan to Monitor Progress Toward the Goal

Connect-Ed logs

Person or Persons Responsible
Administration

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Connect-Ed logs

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 Reading FCAT 2.0 student proficiency was at 41%. Our goal on the 2014 Reading FCAT 2.0 is to increase student proficiency 42%. This indicates an increase of 2 percentage points.

G1.B1 On the 2013 Reading FCAT 2.0 student proficiency level 3 was at 34%. Our goal is to increase student proficiency level 3 to 36% on the 2014 Reading FCAT 2.0 indicating an increase of 2 percentage points.

G1.B1.S1 Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should 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. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Purchase Reading Plus and Springboard Reading Strategies materials

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Reading Plus and Springboard Reading Strategies materials on hand

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Observation Logs

Plan to Monitor Effectiveness of G1.B1.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0 scores

G1.B2 Our Students with Disabilities subgroup scored 33% proficient on the 2013 FCAT Reading 2.0. Our goal is for these students to score 53% proficiency on the 2014 FCAT Reading 2.0.

G1.B2.S1 Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should 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. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Purchase Reading Plus and Springboard Reading strategies material.

Person or Persons Responsible

Administration

Target Dates or Schedule

2013

Evidence of Completion

Reading Plus and Springboard Reading Strategies materials on hand

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G1.B2.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0 scores

G1.B3 Our English Language Learners scored 38% proficient on the 2013 FCAT Reading 2.0. Our goal is for these students to score 61% proficiency on the 2014 FCAT Reading 2.0.

G1.B3.S1 Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should 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. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Purchase Reading Plus and Springboard Reading strategies material

Person or Persons Responsible

Administration

Target Dates or Schedule

2013

Evidence of Completion

Purchase Reading Plus and Springboard Reading strategies material.

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

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Observation logs

Plan to Monitor Effectiveness of G1.B3.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0 scores

G2. On the 2013 Writing FCAT 2.0 student proficiency was at 52%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 57%. This indicates an increase of 5 percentage points.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing test was recording Grammar and puncutation as the areas with the most area for improvement. Students are not given enough opportunities to write and analyze their prompts.

G2.B1.S1 The students will write weekly blogs through the learning management system that emphasizes content, clarity of though, grammar and punctuation.

Action Step 1

Students practicing their writing skills that emphasize content, clarity of though, grammar and punctuation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of though, grammar and punctuation.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

B-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G2.B1.S1

Students practicing their writing skills that emphasize content, clarity of though, grammar and punctuation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of though, grammar and punctuation

G3. On the 2013 FCAT Mathematics 2.0, student proficiency was at 76%. Our goal for the 2014 FCAT Mathematics 2.0 is to increase student proficiency to 78%. This indicates an increase to student proficiency by 2 percentage points.

G3.B1 Our English Language Learners scored 51% proficient on the 2013 FCAT Mathematics 2.0. Our goal is for these students to score 64% proficiency on the 2014 FCAT Mathematics 2.0.

G3.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Teachers and students will have access to iXEL.

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Results of the Spring 2014 FCAT 2.0 Mathematics will be analyzed to determine the percentage of our ELL students who scored proficient.

Plan to Monitor Effectiveness of G3.B1.S1

2014 FCAT Mathematics 2.0.

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Mathematics 2.0 scores.

G3.B2 Our SWD subgroup scored 47% proficient on the 2013 FCAT Mathematics 2.0. Our goal is for these students to score 60% proficiency on the 2014 FCAT Mathematics 2.0.

G3.B2.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase iXEL

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

iXEL materials in hand

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G3.B2.S1

2014 FCAT Mathematics 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Mathematics 2.0 scores

G3.B3 The results of the 2013 FCAT Mathematics test indicate that 47 % of Students With Disabilities achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 60 %.

G3.B3.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Teachers and students will have access to iXEL

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

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Results of the Spring 2014 FCAT 2.0 Mathematics will be analyzed to determine the percentage of our ELL students who scored proficient.

Plan to Monitor Effectiveness of G3.B3.S1

2014 FCAT Mathematics 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Mathematics 2.0 scores

G4. In the 2012-2013, 52% of our students participated in Middle School Acceleration courses. Our goal for the 2013-2014 school year is to increase student participation to 57%. This indicates an increase of 5 percentage points.

G4.B1 With so few middle school students, the school will advise students that are capable of performing at an advanced level into those high school leveled courses.

G4.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these high school leveled courses.

Action Step 1

Students capable of performing at advanced levels will be counseled into advanced courses

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Students capable of performing at advanced levels will be counseled into advanced courses

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

Percentage of middle school students enrolled in high school courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Percentage of middle school students enrolled in high school courses.

Plan to Monitor Effectiveness of G4.B1.S1

Percentage of middle school students enrolled in high school courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Percentage of middle school students enrolled in high school courses.

G5. On the 2013 Algebra 1 EOC, the student proficiency was 95%. Our goal for 2014 Algebra 1 EOC is to maintain student proficiency at 95% percent.

G5.B1 95% of our students scored a Level 3-5 on the Algebra I EOC in the Spring of 2013. Our goal for the spring of 2014 is to maintain our Level 3-5 proficiency at 95%.

G5.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

iXEL materials in hand

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G5.B1.S1

2014 FCAT Mathematics

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Mathematics

G6. On the 2013 Science FCAT 2.0 student proficiency was 26%. Our goal on the 2014 FCAT Science is to increase student proficiency to 30%. This indicates an increase of 4 percentage points.

G6.B1 Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

G6.B1.S1 Students will be given the opportunity to perform grade-level appropriate laboratory experiments and view the results graphically, in tables and in charts.

Action Step 1

Provide grade level appropriate laboratory materials.

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Laboratory materials in hand.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G6.B1.S1

2014 FCAT Science

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Science scores

G7. On the 2013 Biology EOC, the student proficiency was 97%. Our goal for the 2014 Biology EOC is to maintain our proficiency at 97%.

G7.B1 Students are not given enough opportunities to perform hands-on laboratory experiments and interpret results.

G7.B1.S1 Students will be given opportunities to perform scientific experiments and to interpret the results in a variety of ways including graphically and in charts and spreadsheets.

Action Step 1

Purchase of Laboratory materials

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Laboratory supplies in hand

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G7.B1.S1

Biology EOC Spring 2014

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Biology EOC Spring 2014 results

G7.B1.S2 Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Action Step 1

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Tutoring attendance logs

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Pull out tutoring grades will be reviewed by administration

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Pull out tutoring grades will be reviewed by administration

Plan to Monitor Effectiveness of G7.B1.S2

2014 Biology EOC results

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Biology EOC results

G8. In the 2012-2013 school year, our student's experienced a 24% participation in STEM-related experiences. Our goal for 2014 is to increase STEM related experiences to 28%. This indicates an increase of student experiences by 4 percentage points.

G8.B1 Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events

G8.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities

Action Step 1

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-Annually

Evidence of Completion

Students that are capable of performing at advanced levels will enroll in at least 1 event per year

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

Students that are capable of performing at advanced levels will enroll in at least 1 event per year

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Students that are capable of performing at advanced levels will enroll in at least 1 event per year

Plan to Monitor Effectiveness of G8.B1.S1

Students that are capable of performing at advanced levels will enroll in at least 1 event per year

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Students that are capable of performing at advanced levels will enroll in at least 1 event per year

G9. On the 2013 Civics EOC Test, baseline student proficiency was 0%. Our goal is to increase student proficiency level to 30% on the 2014 Civics EOC Assessment indicating an increase of 30 percentage points .

G9.B1 Students lack reading comprehension skills which enable them to comprehend civics related material and subject-specific vocabulary which enable student proficiency in Civics.

G9.B1.S1 Civics classrooms will contain word walls with subject specific vocabulary which will enable students demonstrate proficiency in Civics and comprehend the reading material.

Action Step 1

Civics classrooms will contain word-walls with subject specific vocabulary

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Civics classrooms will contain word-walls with subject specific vocabulary

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

Classroom observations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G9.B1.S1

2014 Civics EOC results

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Civics EOC results

G10. In 2012-2013, our attendance data indicates that 2% of our students missed 10 or more days of instruction. Our goal for the 2013-2014 school year is to reduce it to 1%. This indicates a decrease of 1 percentage point.

G10.B1 Students fail to realize the importance of regular attendance.

G10.B1.S1 Administration and Guidance counselors will contact the parents of students with excessive absences.

Action Step 1

Administration and Guidance counselors will contact the parents of students with excessive absences.

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed

Evidence of Completion

Administration and Guidance counselors will contact the parents of students with excessive absences.

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

Administration and Guidance counselors will contact the parents of students with excessive absences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration and Guidance counselors will contact the parents of students with excessive absences.

Plan to Monitor Effectiveness of G10.B1.S1

Administration and Guidance counselors will contact the parents of students with excessive absences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration and Guidance counselors will contact the parents of students with excessive absences.

G10.B1.S2 Students and parents will be asked to review the Student Code of Conduct with regard to regular attendance.

Action Step 1

Students and parents will be asked to review the student code of contact with regard to regular attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting adendas

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

Student attendance will be monitored on a daily basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Student attendance will be monitored on a daily basis.

Plan to Monitor Effectiveness of G10.B1.S2

School attendance reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

School attendance reports

G11. In the 2012-2013 school year, our Parent participation was 65%. Our goal for the 2013-2014 school year is to increase Parent participation to 70%. This indicates an increase of 5 percentage points.

G11.B1 Parents do not receive communication regarding school activities.

G11.B1.S1 School activities will be announced through Connect-Ed messages.

Action Step 1

School activities will be announced through Connect-Ed messages

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

School activities will be announced through Connect-Ed messages

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

School activities will be announced through Connect-Ed messages

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

School activities will be announced through Connect-Ed messages

Plan to Monitor Effectiveness of G11.B1.S1

School activities will be announced through Connect-Ed messages

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

School activities will be announced through Connect-Ed messages

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	On the 2013 FCAT Mathematics 2.0, student proficiency was at 76%. Our goal for the 2014 FCAT Mathematics 2.0 is to increase student proficiency to 78%. This indicates an increase to student proficiency by 2 percentage points.	$3,873
G6.	On the 2013 Science FCAT 2.0 student proficiency was 26%. Our goal on the 2014 FCAT Science is to increase student proficiency to 30%. This indicates an increase of 4 percentage points.	$5,000
G7.	On the 2013 Biology EOC, the student proficiency was 97%. Our goal for the 2014 Biology EOC is to maintain our proficiency at 97%.	$20,000
	Total	$28,873

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
School based budget	$25,000	$0	$25,000
School Based Budget	$0	$3,873	$3,873
Total	$25,000	$3,873	$28,873

Budget Details

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

G3. On the 2013 FCAT Mathematics 2.0, student proficiency was at 76%. Our goal for the 2014 FCAT Mathematics 2.0 is to increase student proficiency to 78%. This indicates an increase to student proficiency by 2 percentage points.

G3.B1 Our English Language Learners scored 51% proficient on the 2013 FCAT Mathematics 2.0. Our goal is for these students to score 64% proficiency on the 2014 FCAT Mathematics 2.0.

G3.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Resource Type

Evidence-Based Program

Resource

iXEL is a computer-based tool designed to reinforce mathematical concepts which are grade-level appropriate for student mastery.

Funding Source

School Based Budget

Amount Needed

$3,873

G6. On the 2013 Science FCAT 2.0 student proficiency was 26%. Our goal on the 2014 FCAT Science is to increase student proficiency to 30%. This indicates an increase of 4 percentage points.

G6.B1 Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

G6.B1.S1 Students will be given the opportunity to perform grade-level appropriate laboratory experiments and view the results graphically, in tables and in charts.

Action Step 1

Provide grade level appropriate laboratory materials.

Resource Type

Evidence-Based Materials

Resource

Laboratory Materials

Funding Source

School based budget

Amount Needed

$5,000

G7. On the 2013 Biology EOC, the student proficiency was 97%. Our goal for the 2014 Biology EOC is to maintain our proficiency at 97%.

G7.B1 Students are not given enough opportunities to perform hands-on laboratory experiments and interpret results.

G7.B1.S1 Students will be given opportunities to perform scientific experiments and to interpret the results in a variety of ways including graphically and in charts and spreadsheets.

Action Step 1

Purchase of Laboratory materials

Resource Type

Evidence-Based Materials

Resource

Science Laboratory Supplies

Funding Source

School based budget

Amount Needed

$20,000