2013-2014 SCHOOL IMPROVEMENT PLAN

Jorge Mas Canosa Middle School

15735 SW 144TH ST
Miami, FL 33196
305-252-5900
http://jmcmiddle.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	79%

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

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	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
Jorge Mas Canosa Middle School

Principal
Elio Falcon, Jr.

School Advisory Council chair
Vijay Jainanan

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

Name	Title
Elio Falcon, Jr.	Principal
James Griffith	Assistant Principal
Frances Mundo	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
Teachers: 6
UTD Steward: 1
Educational Support Employee: 1
Parents: 4
BCR: 1
Students: 2

Involvement of the SAC in the development of the SIP

The SAC is involved in determining and approving the educational programs that will be implemented during each school year. Also, SAC will be involved in working with the all stakeholders in developing and implementing any activities that will increase the academic and social environment of the school.

Activities of the SAC for the upcoming school year

- Monthly meeting.
- Review of proposal utilizing SAC funds and distribution.
- Review Interim Assessment data and SIP during the monthly meetings.

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

Funds will be used to implement educational programs and purchase resources that directly support student learning and attendance. We expect to receive approximately $11,500.

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:

Elio Falcon, Jr.		
Principal	Years as Administrator: 14	Years at Current School: 1

Credentials	Degrees: BS in Physical Education MS in technology EDS -- Educational Leadership Certifications: Physical Education (K-12) Educational Leadership
Performance Record	2013 – School Grade B Rdg. Proficiency, 64% Math Proficiency, 58% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –No Math AMO -No 2012 –School Grade A Rdg. Proficiency, 63% Math Proficiency, 61% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –No Math AMO–No E. Falcon '11 '10 '09 School Grade A A A High Standards Rdg 78 74 74 High Standards Math77 70 70 Lrng Gains--Rdg 69 67 46 Lrng Gains--Math 74 72 69 Gains-Rdg-25% 79 68 71 Gains-Math-25% 73 65 62

James Griffith		
Asst Principal	Years as Administrator: 10	Years at Current School: 7

Credentials	Degrees: BA Industrial Technology MS Technology Certification: Elementary Education MG Math Educational Leadership
Performance Record	2013 – School Grade-C Rdg. Proficiency, 60% Math Proficiency, 54% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 57 points Rdg. AMO –No Math AMO–No 2012-School Grade-B Rdg. Proficiency, 55% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –Yes Math AMO– No J. Griffith '11 '10 '09 School Grade A A A High Standards Rdg 72 67 65 High Standards Math 67 63 61 Lrng Gains--Rdg 70 62 68 Lrng Gains--Math 69 70 71 Gains-Rdg-25% 79 69 74 Gains-Math-25% 66 72 72

Frances Mundo		
Asst Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	Degrees: MS Educational Leadership, BA Secondary Education – Social Studies Certifications: History Middle Grade Social Studies Educational Leadership
Performance Record	2013 – School Grade-C Rdg. Proficiency, 60% Math Proficiency, 54% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 57 points Rdg. AMO – No Math AMO– No 2012-School Grade-B Rdg. Proficiency, 55% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –No Math AMO–No F. Mundo '11 '10 '09 School Grade C A A High Standards Rdg 64 70 67 High Standards Math 52 61 60 Lrng Gains--Rdg 64 68 67 Lrng Gains--Math 59 67 64 Gains-Rdg-25% 68 69 74 Gains-Math-25% 61 71 68

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Ivette Delgado		
Full-time / School-based	Years as Coach: 16	Years at Current School: 7

Areas	Reading/Literacy
Credentials	Degrees: BS Elementary Education MS Reading Education Certification: Reading Elementary Education ESOL Endorsed
Performance Record	2013 – School Grade C Rdg. Proficiency, 60% Math Proficiency, 54% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 57 points Rdg. AMO –No Math AMO–No 2012 – School Grade B Rdg. Proficiency, 55% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –No Math AMO–No I. Delgado '11 '10 '09 School Grade A A A High Standards Rdg 72 67 65 High Standards Math 67 63 61 Lrng Gains--Rdg 70 62 68 Lrng Gains--Math 69 70 71 Gains-Rdg-25% 79 69 74 Gains-Math-25% 66 72 72

Classroom Teachers

# of classroom teachers
107

 # receiving effective rating or higher
106, 99%

 # Highly Qualified Teachers

61%

 # certified in-field

65, 61%

 # ESOL endorsed

37, 35%

 # reading endorsed

14, 13%

 # with advanced degrees

44, 41%

 # National Board Certified

3, 3%

 # first-year teachers

2, 2%

 # with 1-5 years of experience

13, 12%

 # with 6-14 years of experience

70, 65%

 # with 15 or more years of experience

22, 21%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

At Jorge Mas Canosa Middle School, in order to assist teachers in preparing for state-mandated subject area certification examinations, and in order to meet the highly-qualified teacher requirement, teachers will attend Professional Development which offers test tutorial sessions taught by content experts in the following certification areas:
• Middle Grades English (grades 5-9)

- Middle Grades General Science (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Reading K-12
- Elementary Education (grades 1-6)
- Exceptional Student Education (ESE) K-12
- English as a Second Language (ESOL) K-12

Teachers who are teaching out-of-field are considered non-highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. Administration at JMC will advise staff of the availability of sessions, and schedule the tutorial sessions which are offered twice each year.
Person responsible: Assistant Principal, Frances Mundo

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

At Jorge Mas Canosa Middle School, the MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
3. Determining how we will know if students have made expected levels of progress towards proficiency by gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM
4. Taking action when grades, subject areas, classes, or individual students have not shown a positive response by identifying areas of weakness and providing intervention and remediation to increase student achievement
5. Responding when students have improved, or have met proficiency by raising goals or providing enrichment
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention; gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly in order to:
1. Review OPM data for intervention groups to evaluate group and individual student response

2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention according to SST guidelines
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Tier 1 (Leadership Team)
Frances Mundo, Assistant Principal
Ivette Delgado, Reading Coach
Martha Ruiz, Math Dept. Chair
Leah Sapp, Science Dept. Chair
Patricia Collazo, SPED Department
Laura Venzal, Student Services Dept. Chair, Guidance Counselor
William Rembert, School Social Worker
Vijay Jainanan, EESAC Chair
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team (Reading Coach, Language Arts, and Math Department Heads) will conduct regular meetings to analyze data and evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members meet three times per week to conduct conferences whereby they discuss individual student progress, strategies to be implemented from home, and goal setting plan of action for home and school.

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

The leadership team utilizes the Tier 1 and Tier 2 worksheet document to provide support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. The 4 step problem solving process becomes a structure for these meetings, and data is reviewed each time the group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data sources will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Interim Assessments
• State/Local Math, Civics, and Science assessments
• FCAT 2.0 Data
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

Jorge Mas Canosa Middle School will participate in the MTSS district professional development which consists of:
1. Administrators attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participating in the Florida RtI online training and providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using suggested tools such as the Florida RtI webpage, to reach a rating of at least 80% MTSS implementation at the school.
Jorge Mas Canosa Middle School will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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: 6,100

*Computer Labs and Media Center will be available to students before and after school in order for them to engage in individualized web-based programs targeted towards improving achievement in Reading, Math, and Science.
*An Early-Bird class will be offered before school for students that need course recovery in all Content Area classes.
*Pull-Out tutoring will be offered to students in need of supplemental instruction in Reading and Mathematics.
*Professional Development will be available to teachers as a need to address specific topics arises.
*Professional Learning Communities will be established so that teachers can collaborate and increase their knowledge on specific topics of interest.
*Title III ELL Tutoring
*Saturday Academy for Algebra I

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?

The Leadership Team will gather data after each Interim Assessment. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs.

Who is responsible for monitoring implementation of this strategy?

Principal, Elio Falcon, Jr.
Assistant Principal, Frances Mundo

Strategy: Weekend Program

Minutes added to school year:

*Saturday Academy will be offered prior to FCAT Testing to enhance test-taking skills and review of tested benchmarks in Reading, Math, and Science.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

The Leadership Team will gather data after each Interim Assessment. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs.

Who is responsible for monitoring implementation of this strategy?

Principal, Elio Falcon, Jr.
Assistant Principal, Frances Mundo

Literacy Leadership Team (LLT)

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

Name	Title
Elio Falcon, Jr.	Principal
Frances Mundo	Assistant Principal
Ivette Delgado	Reading Coach
Sami Hamdan	Magnet Lead
Richard Puentes	Language Arts Dept. Chair
Melina Castillo-Monroy	ESOL Department Chair
Ingrid Arenas	ESOL Dept.
Alina Floyd	Media Specialist/Electives Dept. Chair
Yvonne Cordero	SPED Department
Patricia Collazo	SPED Department Chair
Leah Sapp	Science Dept. Chair
Martha Ruiz	Math Dept. Chair
Laura Venzal	Student Services Dept. Chair
Vijay Jainanan	Social Studies Dept. Chair/EESAC Chair

How the school-based LLT functions

At Jorge Mas Canosa Middle School, a key factor to our success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school

principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. Our Principal understands the literacy challenges of the populations of students whom we serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The principal, administrative team, and reading coach monitor reading instruction as follows:

The purpose of the Reading Leadership Team in Jorge Mas Canosa Middle School is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team which will meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading is a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams will choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

Jorge Mas Canosa Middle School will have literacy initiatives in place this school year. These initiatives will include:
• Integrating technology through literacy through the use of all computer-based programs available to students.
• Increasing the usage of the Accelerated Reader program though Language Arts classes
• Implementing interdisciplinary projects including current events, advanced book studies, and real life classroom integration, including literacy across the curriculum.
• Implementation of a blended curriculum with a focus on the Common Core State Standards, blended with the NGSSS standards.
• Developing Lesson Studies and Lesson Plans that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
• Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.
• Implementation of Reading Plus program, 20% of grade, in all ELA classes
• Implementation of Word of the Day Homeroom activity to be infused in all content area classes on a daily basis

Every Teacher Contributes to Reading Instruction

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

At Jorge Mas Canosa Middle School every teacher in the school will contribute to the reading improvement of every student. Data from Baseline and Interim Assessments, as well as from FAIR assessment will be analyzed following each assessment. Strong emphasis will be placed on identifying areas in which the students are encountering the most difficulty. Pacing guides and instructional calendars will focus on the reading categories in which students do not demonstrate proficiency. A cross-curricular focus will be placed on the reading standards and benchmarks that need to be addressed. School-wide professional development activities will be planned to ensure effective reading strategies and best practices are incorporated into daily instruction in all content areas. Homeroom activities will be

developed to reinforce reading and literacy across the curriculum. The Accelerated Reader program will be a key instrument in ensuring that students are reading books on all subjects and content. The Media Center specialist will have books on display according to the content/subject content area teachers are addressing. In addition, the Reading Plus 4.0 enrichment computer program will be enforced through the ELA classes. Furthermore, Common Core State Standards will be integrated in a blended curriculum throughout all Core Subjects, thus ensuring that our students are meeting the current state Reading/ Writing standards.

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

An example of the 21st Century classroom, the iPrep Math Program being implemented at Jorge Mas Canosa Middle School focuses on technology-based instruction in Algebra I which is student-centered with teachers as facilitators. In addition, there is a school-wide shift from traditional teaching methods to more technology-based learning as multi-media, computers, and web-based programs are utilized for teaching and learning.

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

At Jorge Mas Canosa Middle School, by promoting Career Pathways and Programs of Study, we are implementing an Informational Technology Academy whereby students will be able to complete an academy program, and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn Industry Certification and high school credit and provide more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will gain an understanding of the business and industry workforce skills and requirements by acquiring Ready to Work and other industry certifications.

Strategies for improving student readiness for the public postsecondary level

NA

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	66%	60%	No	69%
American Indian		0%		
Asian	85%	87%	Yes	87%
Black/African American	57%	48%	No	61%
Hispanic	66%	59%	No	69%
White	73%	73%	Yes	75%
English language learners	42%	27%	No	48%
Students with disabilities	38%	29%	No	45%
Economically disadvantaged	61%	56%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	611	30%	33%
Students scoring at or above Achievement Level 4	581	29%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

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)	103	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	82	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	23%	31%

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	314	49%	54%
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	61%	54%	No	65%
American Indian		0%		
Asian	81%	89%	Yes	83%
Black/African American	52%	36%	No	57%
Hispanic	61%	53%	No	65%
White	65%	65%	Yes	69%
English language learners	46%	26%	No	51%
Students with disabilities	34%	29%	No	41%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	512	28%	32%
Students scoring at or above Achievement Level 4	374	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]*		29%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		53%	57%
Middle school performance on high school EOC and industry certifications		100%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%		No	65%
American Indian				
Asian	81%		No	83%
Black/African American	52%		No	57%
Hispanic	61%		No	65%
White	65%		No	69%
English language learners	46%		No	51%
Students with disabilities	34%		No	41%
Economically disadvantaged	57%		No	61%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	26%	26%
Students scoring at or above Achievement Level 4	96	72%	72%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		11%
Students scoring at or above Achievement Level 4	49	89%	89%

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	143	22%	26%
Students scoring at or above Achievement Level 4	140	22%	24%

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%

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)	4		5
Participation in STEM-related experiences provided for students	25	15%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	154	8%	10%
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	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	226	11%	10%
Students who fail a mathematics course	72	4%	3%
Students who fail an English Language Arts course	44	2%	1%
Students who fail two or more courses in any subject	46	2%	1%
Students who receive two or more behavior referrals	243	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	121	6%	5%

Goals Summary

G1. Fifty-nine (59%) of students scored at Level 3 or above on the 2013 Reading FCAT 2.0. Our target goal for 2014 is to increase to 63%. Seventy-three (73%) of FAA students scored at Level 4 or above in 2013 . Our target goal for 2014 is 76%.

G2. On the 2013 administration of the FCAT Writing Test 49% of our students obtained a score of 3.5 or higher. Our goal for the 2014 administration of the FCAT Writing Test is a 5 percentage point increase to 54%.

G3. Forty-eight percent (48%) of students scored at 3 or above on the 2013 administration of the Mathematics FCAT 2.0. Our target goal for 2014 is 54%. Sixty-seven percent (67%) of FAA students scored at Level 4 or above. Our target goal for 2014 is 70%.

G4. All students scoring at a Level 3 or above in their 7th grade Math FCAT and all students scoring at a Level 4 or above in the 6th grade Math FCAT will automatically be articulated into the Algebra I class.

G5. Ninety-eight percent (98%) of students taking the 2013 administration of the Algebra I EOC received a score of Level 3 or above. Our goal for 2014 is to maintain 98% of students scoring at Level 3 or above on the 2014 Algebra I EOC.

G6. One hundred percent (100%) of students that took the 2013 administration of the Geometry EOC scored a Level 3 or above, with 89% of those students scoring Level 4 or above. Our goal for 2014 is for 100% of students to score at Level 3 or above.

G7. Forty-eight percent (48%) of students taking the 2013 administration of the Science FCAT 2.0 scored a level 3 or above. Our goal is that 53% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

G8. Our goal for 2014 is to increase the participation of students in STEM-related experiences.

G9. During the 2013 school year 26% of our student population was enrolled in one or more CTE courses. Our goal is that for the 2014 school year the enrollment into CTE courses increases by 4 percentage points to 30% of our student population.

G10. One percent (1%) of students scored at Proficiency on the Civics District Baseline Assessment. Our goal is for 45% of students to score in the upper third on the 2014 Civics EOC Exam.

G11. Our goal for 2014 is to increase student attendance by decreasing the percentage of students who miss 10% or more of the available instructional time, and to decrease the percentage of students who fail Core Subject courses.

Goals Detail

G1. Fifty-nine (59%) of students scored at Level 3 or above on the 2013 Reading FCAT 2.0. Our target goal for 2014 is to increase to 63%. Seventy-three (73%) of FAA students scored at Level 4 or above in 2013 . Our target goal for 2014 is 76%.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Teachers

- Administrators

- Professional Development

- Language Arts Core Curriculum McDougal-Littel

- District Curriculum Pacing Guides

- Exemplar Lessons

- Reading Core Curriculum PRJ

- Reading Plus 4.0

- Accelerated Reader Program

- Before/After School Computer Lab Openings

- Achieve3000/TeenBIZ

Targeted Barriers to Achieving the Goal

- The following Subgroups did not make AMO: Subgroup -- Black 2013 Actual 48%, 2014 Target 61%, Hispanic 2013 Actual 59%, 2014 Target 69%, ELL 2013 Actual 27%, 2014 Target 48% SWD 2013 Actual 29%, 2014 Target 45% ED 2013 Actual 56%, 2014 Target 65%

- Thirty percent (30%) of our students scored at Level 3 in Reading in 2013. Our target goal for 2014 is 33%. In Grade 6 and Grade 8 our students demonstrate deficiencies in Reporting Category 2, Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. In Grade 7 our students demonstrate deficiencies in Reporting Category 1, Vocabulary, due to limited use of direct and explicit instruction of higher-level vocabulary across the curriculum, as well as infusing content-based informational text in structured explicit lessons on a more frequent basis.

- Only 29% of students scored Levels 4 and above on the FCAT 2.0. The target for 2014 is 30%. Our Level 4 and 5 students demonstrate weaknesses in scaffolding comprehension skills to build and accelerate academic growth in all reading areas, specifically in the areas of vocabulary and comprehension.

- Thirty-three percent (33%) of students taking the FAA scored Levels 4-6. The target for 2014 is 35%. A deficiency in our school is providing students with multiple exposures to print prior to responding to comprehension questions.

- Forty percent (40%) of students taking the FAA scored Levels 7 and above. The target for 2014 is 41%. A deficiency in our school is the limited use of visual aids to assist in comprehension, retention, and to build vocabulary.

- Seventy-one percent (71%) of students made learning gains in Reading. The target for 2014 is 74%. Our students demonstrate a limited ability to apply higher order thinking skills to the Reading Application process.

- Seventy-six percent (76%) of the Lowest 25% of students did not make learning gains in Reading. The target for 2014 is 78%. Our students demonstrate limited effort to exercise their cognitive skills in reading and comprehension of text.

- Forty-three percent (43%) of students taking the Cella achieved proficiency in Listening/ Speaking. The target for 2014 is 49%. Our students share insufficient exposure to best practices such as Language Experience Approach, paraphrasing and repetition, cooperative learning, and think-alouds.

- Thirty-four percent (34%) of students taking the Cella achieved proficiency in Reading. The target for 2014 is 41%. Our students demonstrated insufficient ability to determine the main idea or essential message in grade-level text, and the ability to infer, paraphrase, and summarize text identifying relevant details.

- Twenty-three percent (23%) of students taking the Cella achieved proficiency in Writing. The target for 2014 is 41%. Our students demonstrate limited use of correct grammar, spelling, and language in writing, as well as generating ideas from multiple sources and using organizational strategies to make a plan for writing that includes a main idea.

Plan to Monitor Progress Toward the Goal

Following FCIM review formative assessment data reports from Interim Assessments and FCAT 2.0 to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings.

Person or Persons Responsible
MTSS/RtI/LLT

Target Dates or Schedule:
Ongoing--review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings.

Evidence of Completion:
Formative: Computer Assisted Program (CAP), reports generated from FCAT Explorer, and from Reading Plus, District Interim Assessment data reports, and student authentic work. Summative: Results from the 2014 FCAT 2.0 Reading Test.

G2. On the 2013 administration of the FCAT Writing Test 49% of our students obtained a score of 3.5 or higher. Our goal for the 2014 administration of the FCAT Writing Test is a 5 percentage point increase to 54%.

Targets Supported
- Writing

Resources Available to Support the Goal
- McDougal-Littell Literature series and workbooks
- Reading Plus Computer Program--writing section
- District Pacing Guides
- Exemplar lessons incorporating reading and writing

Targeted Barriers to Achieving the Goal
- Students demonstrate a deficiency in the development of support and voice, which included the use of higher order vocabulary and figurative language.
- Students demonstrate a deficiency in the area of content, including grammar, punctuation, capitalization, and spelling.
- Students demonstrate a deficiency in the development of a writing plan and the use of topic sentences and transitional phrases to introduce a paragraph's main idea.
- A barrier for students taking the FAA is the limited use of visual aids in writing instruction.

Plan to Monitor Progress Toward the Goal

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests Summative: 2014 FCAT 2.0 Writing Test 2014 FAA

G3. Forty-eight percent (48%) of students scored at 3 or above on the 2013 administration of the Mathematics FCAT 2.0. Our target goal for 2014 is 54%. Sixty-seven percent (67%) of FAA students scored at Level 4 or above. Our target goal for 2014 is 70%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers

- Administrators

- Professional Development

- District Pacing Guides

- Before/After School Tutoring

- iPrep Math Lab

- Manipulatives

- Assistive Technology

Targeted Barriers to Achieving the Goal

- The following Subgroups did not make AMO in Math: Subgroup-- Black 2013 actual is 36%, 2014 target is 57% Hispanic 2013 actual is 53%, 2014 target is 65% ELL 2013 actual is 26%, 2014 target is 51% SWD 2013 actual is 29%, 2014 target is 41% ED 2013 actual is 50%, 2014 target is 61%

- The area of deficiency for students scoring at or above Level 3 was as follows: Grade 6 & 8: Benchmark "Geometry & Measurement"

- The area of deficiency for students scoring at or above Level 3 was as follows: Grade 7: Benchmark "Statistics and Probabilities"

- the area of deficiency for students scoring at or above Level 4 was as follows: Grade 6 & 8: Benchmark "Geometry & Measurement"

- The area of deficiency for students scoring at or above Level 4 was as follows: Grade 7: Benchmark "Statistics and Probabilities"

- Twenty-seven percent (27%) of students taking the FAA scored at Levels 4-6 in 2013 . Our target for 2014 is 29%. An anticipated barrier is providing students with multiple opportunities to learn and apply mathematical concepts.

- Forty percent (40%) of students taking the FAA scored at Level 7 or above in 2013. Our target for 2014 is 41%. An anticipated barrier is limited student participation in guided discussions in order to engage them in relevant, real life math problems.

- Sixty-four percent (64%) of students made learning gains in Math in 2013. Our target for 2014 is 68%. An anticipated barrier is exposure to a balanced curriculum of Common Core State Standards and NGSS as students will be exposed to more complex, rigorous types of problems.

- Fifty-seven percent (57%) of students in the Low 25% made learning gains in Math in 2013. Our target for 2014 is 61%. An anticipated barrier is increasing self-confidence in non-proficient students. In addition, increasing the opportunities for them to experience success in the Math benchmarks.

Plan to Monitor Progress Toward the Goal

Following the FCIM process review formative assessment data reports from Interim Assessments and FCAT 2.0 to ensure progress is meing made and adjust instruction as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing--review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and Leadership meetings.

Evidence of Completion:
Formative: District Interim Assessments Summative: Results from the 2014 Math FCAT 2.0 Results from the 2014 FAA

G4. All students scoring at a Level 3 or above in their 7th grade Math FCAT and all students scoring at a Level 4 or above in the 6th grade Math FCAT will automatically be articulated into the Algebra I class.

Targets Supported

Resources Available to Support the Goal
- Teachers
- Professional Development
- iPrep Math Lab
- Online Tools

Targeted Barriers to Achieving the Goal
- There may be a low readiness level for instruction in Algebra I in a small percentage of these students.

Plan to Monitor Progress Toward the Goal

Following the FCIM process review formative assessment data reports from Interim Assessments and the 2013 EOC to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2014 Algebra I EOC

G5. Ninety-eight percent (98%) of students taking the 2013 administration of the Algebra I EOC received a score of Level 3 or above. Our goal for 2014 is to maintain 98% of students scoring at Level 3 or above on the 2014 Algebra I EOC.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Teachers

- Professional Development

- Tutoring

- iPrep Math Lab

Targeted Barriers to Achieving the Goal
- Due to the change in selection criteria for students participating in the Algebra I class there is an increased percentage of students articulated into Algebra I classes through the newly developed and implemented iPrep Math lab. The lack of experience with this program may adversely affect student achievement.

Plan to Monitor Progress Toward the Goal

Following the FCIM process, review formative assessment data reports from Interim assessments and the 2013 EOC to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for Algebra I teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Algebra I EOC

G6. One hundred percent (100%) of students that took the 2013 administration of the Geometry EOC scored a Level 3 or above, with 89% of those students scoring Level 4 or above. Our goal for 2014 is for 100% of students to score at Level 3 or above.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Teachers

- Professional Development

- Manipulatives

Targeted Barriers to Achieving the Goal
- An anticipated barrier is that students will become complacent and overly confident thereby losing focus and discipline.

Plan to Monitor Progress Toward the Goal

Following the FCIM process, review formative assessment data reports from Interim assessments and the 2013 EOC to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for Geometry teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

G7. Forty-eight percent (48%) of students taking the 2013 administration of the Science FCAT 2.0 scored a level 3 or above. Our goal is that 53% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Teachers

- Professional Development

- District Pacing Guides

- Learning Village

- FCAT Explorer/Florida Achieve-Focus

- Gizmos

- Discovery Learning

- Science Labs

- Professional Learning Communities

- Tutorials for students

- Educational Field Trips

Targeted Barriers to Achieving the Goal

- Evidence of work and lab reports from students scoring at a Level 3 reflect that students are not consistently able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, or distinguish between theories and laws.

- Evidence of work and lab reports from students scoring at a Level 4 and above reflect that students are not consistently able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, or distinguish between theories and laws.

Plan to Monitor Progress Toward the Goal

Following the FCIM process review formative assessment data reports from Interim Assessments and FCAT 2.0 to ensure progress os being made and adjust instruction as needed. Provide time during departmental meetings for teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 FCAT Science Test

G8. Our goal for 2014 is to increase the participation of students in STEM-related experiences.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Competitions
- Fairs
- Community Projects

Targeted Barriers to Achieving the Goal
- An anticipated barrier is the limited number of students that participate in competitions, fairs, and community projects sponsored by the STEM courses.

Plan to Monitor Progress Toward the Goal

Monitoring number of students participating in STEM course activities.

Person or Persons Responsible
Leadership Team, STEM Teachers, FBLA, FCCLA

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increased number of completed projects. Increased participation of students in competitions, fairs, and community projects. Increased number of students selecting the course as an elective for the upcoming school year.

G9. During the 2013 school year 26% of our student population was enrolled in one or more CTE courses. Our goal is that for the 2014 school year the enrollment into CTE courses increases by 4 percentage points to 30% of our student population.

Targets Supported

- CTE

Resources Available to Support the Goal

- Career Elective courses: Family Consumer Science, Business Leadership Skills, Exploring Information Technology Careers, Exploration of Communications Technology, and Exploration of Production Technology
- CTE Clubs: FBLA, FCCLA
- IT Academy

Targeted Barriers to Achieving the Goal

- Limited student awareness of the variety and availability of career and technical education choices, programs, and clubs.

Plan to Monitor Progress Toward the Goal

Monitorthe number of opportunities for student involvement in career advisement and career fairs through the promotion of career awareness, exploration, participation in CTE course related activities, and planning. Monitor development and use of lessons within school instructional focus calendar designed to assist students make the connection between school and future careers.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased enrollment in CTE courses. Increased participation in career-related activities and clubs throughout the year.

G10. One percent (1%) of students scored at Proficiency on the Civics District Baseline Assessment. Our goal is for 45% of students to score in the upper third on the 2014 Civics EOC Exam.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Social Studies Teachers
- Professional Development
- District Pacing Guides

Targeted Barriers to Achieving the Goal
- Students have limited understanding of the functionality of American Government, and limited exposure to interpreting primary and secondary sources pertaining to foundations of American government.
- There are limited resources and limited participation in professional development that will provide teachers with instructional tools, content knowledge, and instructional strategies to ensure student learning and achievement
- Students have difficulty transferring Writing and Language skills to the content area.
- Students have limited opportunities to participate in more project-based learning activities.

Plan to Monitor Progress Toward the Goal

Students will produce project-based activities and participate in peer reviews using class developed rubrics. Leadership team will monitor and review implementation of student project-based activities

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative assessments will include school generated and District Interim Assessments. Summative assessment will be the 2014 Civics EOC.

G11. Our goal for 2014 is to increase student attendance by decreasing the percentage of students who miss 10% or more of the available instructional time, and to decrease the percentage of students who fail Core Subject courses.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- MTSS/RtI

Targeted Barriers to Achieving the Goal

- Existing barriers are: Parental need of better understanding of the attendance policy for the school and district. Use of progressive discipline strategies by classroom teachers to diminish referrals. Limited space to create an indoor-suspension unit Limited human resources for course recovery

Plan to Monitor Progress Toward the Goal

MTSS/RtI will monitor attendance bulletin, indoor/outdoor suspensions, number of referrals, and students in danger of failing classes.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Reduced percentage in EWS

Action Plan for Improvement

Problem Solving Key

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

G1. Fifty-nine (59%) of students scored at Level 3 or above on the 2013 Reading FCAT 2.0. Our target goal for 2014 is to increase to 63%. Seventy-three (73%) of FAA students scored at Level 4 or above in 2013 . Our target goal for 2014 is 76%.

G1.B1 The following Subgroups did not make AMO: Subgroup -- Black 2013 Actual 48%, 2014 Target 61%, Hispanic 2013 Actual 59%, 2014 Target 69%, ELL 2013 Actual 27%, 2014 Target 48% SWD 2013 Actual 29%, 2014 Target 45% ED 2013 Actual 56%, 2014 Target 65%

G1.B1.S1 Subgroups that did not make AMO will be afforded multiple opportunities for intervention and supplemental instruction in Reading.

Action Step 1

Students will have access to computers at school to work on Computer-Based intervention/ enrichment programs including Reading Plus, Achieve3000, TeenBIZ, and Accelerated Reader.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments Benchmark assessments Reports from Computer-Based programs

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

Review formative assessment data reports, and computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports and student authentic work.

Plan to Monitor Effectiveness of G1.B1.S1

Review formative assessment data reports, and computer-based program reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer Assisted Program (CAP) reports, Interim Assessment data reports and student authentic work.

G1.B2 Thirty percent (30%) of our students scored at Level 3 in Reading in 2013. Our target goal for 2014 is 33%. In Grade 6 and Grade 8 our students demonstrate deficiencies in Reporting Category 2, Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. In Grade 7 our students demonstrate deficiencies in Reporting Category 1, Vocabulary, due to limited use of direct and explicit instruction of higher-level vocabulary across the curriculum, as well as infusing content-based informational text in structured explicit lessons on a more frequent basis.

G1.B2.S1 Teachers will utilize Best-Practices, CRISS Strategies, and a Blended Curriculum to increase student perfomance.

Action Step 1

Students will demonstrate how patterns support the main idea, character development, and author's purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 2

Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 3

Teachers will implement instructional strategies including: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 4

Teachers will ingrain the practice of justifying answers by going back to the text for support, answering text-dependent questions by providing evidence from text, a Common Core best practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 5

Teachers will utilize graphic organizers with students as an aid to see patterns and summarize main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 6

Teachers will utilize technology-based programs and multi-media, such as Reading Plus, Teen Tribune, Discovery Education, and others to reinforce and enhance classroom instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program reports Lesson Plans Student-generated multi-media presentations

Action Step 7

Teachers will place emphasis on recognizing the implicit meaning of vocabulary and details within a text that support inferencing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 8

Teachers will emphasize identifying words and clue words that signal relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 9

Teachers will provide opportunities for students to practice reducing textual information to key points so that comparisons can be made across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 10

Teachers will provide opportunities for students to become familiar with vocabulary and comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 11

Teachers will place emphasis on close reading to identify key vocabulary and relevant details that support evidence-based writing from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site-generated assessments, including benchmark assessments.

Action Step 12

Teachers will participate in Professional Development addressing Common Core State Standards, exemplar lessons, and blended curriculum.

Person or Persons Responsible

Reading and Language Arts Teachers

Target Dates or Schedule

Throughout the year as offered by the District.

Evidence of Completion

Master Plan Points Lesson Plans

Facilitator:

District Personnel

Participants:

Reading and Language Arts Teachers

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

Following the FCIM model, assessment data reports will be reviwed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Twice a Month

Evidence of Completion

Interim Assessments, Computer Assisted Program (CAP) reports generated from FAIR, Teenbiz3000.com, Reading Plus, and student authentic work.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Twice a Month

Evidence of Completion

Formative Assessments—McDougal Littell Literature Series, Quizzes, Tests, and Interim Assessments

G1.B3 Only 29% of students scored Levels 4 and above on the FCAT 2.0. The target for 2014 is 30%. Our Level 4 and 5 students demonstrate weaknesses in scaffolding comprehension skills to build and accelerate academic growth in all reading areas, specifically in the areas of vocabulary and comprehension.

G1.B3.S1 Incorporate Cambridge Pre-AICE curriculum and materials as well as a blended curriculum with the Common CORE standards. The Cambridge Academy curriculum framework provides a comprehensive set of progressive learning objectives. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked. Interdisciplinary units of instruction promote an inquiry based approach to learning, the development of thinking skills and engaged students capable of applying their skills to respond to a range of information, media and texts with enjoyment and understanding.

Action Step 1

Develop Lesson Studies and Lesson Plans that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment reports Student authentic work.

Action Step 2

Develop lessons that provide students with opportunities for research and incorporate writing and multi-media throughout the content areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment reports Student authentic work.

Action Step 3

Implement interdisciplinary projects including current events, advanced book studies, and real life classroom integration, including literacy across the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment reports Student authentic work.

Action Step 4

Incorporate a blended curriculum including Cambridge Pre-AICE Curriculum, NGSS, and Common Core Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment reports Student authentic work.

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

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during LLT meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment data reports and student authentic work.

Plan to Monitor Effectiveness of G1.B3.S1

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during LLT meetings.

Person or Persons Responsible

Teachers/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment data reports and student authentic work.

G1.B4 Thirty-three percent (33%) of students taking the FAA scored Levels 4-6. The target for 2014 is 35%. A deficiency in our school is providing students with multiple exposures to print prior to responding to comprehension questions.

G1.B4.S1 Students require multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

Use read alouds, auditory tapes and text readers that provide print with visuals and or symbols.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Action Step 2

Providing students with multiple exposures to print.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

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

Monitor student comprehension during weekly walkthroughs and classroom observations as evidenced by active student engagement in classroom activities, and student work samples displayed

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Monitor student comprehension during weekly walkthroughs and classroom observations as evidenced by active student engagement in classroom activities, and student work samples displayed

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

G1.B5 Forty percent (40%) of students taking the FAA scored Levels 7 and above. The target for 2014 is 41%. A deficiency in our school is the limited use of visual aids to assist in comprehension, retention, and to build vocabulary.

G1.B5.S1 Improve comprehension of reading through multiple sources.

Action Step 1

Provide multiple exposures for review and practice when learning reading concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Action Step 2

Teach reading selections at levels that don't frustrate the student (high interest-low readability).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Action Step 3

Exposure to visual aids during reading to improve comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

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

Monitor student comprehension during weekly walkthroughs and classroom observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Monitor student comprehension during weekly walkthroughs and classroom observations.

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

G1.B6 Seventy-one percent (71%) of students made learning gains in Reading. The target for 2014 is 74%. Our students demonstrate a limited ability to apply higher order thinking skills to the Reading Application process.

G1.B6.S1 Teachers will provide a variety of instructional strategies including Best Practices, CRISS Strategies, a Blended Curriculum (NGSSS and Common Core), and Technology to increase student learning gains in Reading.

Action Step 1

As a result of attending professional development, teachers across the curriculum will utilize Reading Best Practices, will infuse CRISS strategies, and blend instruction with the new Common Core State Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site-generated assessments Benchmark Assessments

Facilitator:

District Personnel Reading Coach

Participants:

All Teachers

Action Step 2

Teachers will scaffold instruction to ensure that students are making connections between texts, and comprehending increasingly rigorous passages, fiction and non-fiction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site-generated assessments Benchmark Assessments

Action Step 3

Teachers will place emphasis on close reading to identify relevant details that support evidence-based writing from text, while providing increasingly more challenging practice in making inferences and analyzing text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site-generated assessments Benchmark Assessments

Action Step 4

Teachers will teach students to graphically depict comparison and contrast relationships between texts to help understand them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site-generated assessments Benchmark Assessments

Action Step 5

Teachers will provide students with practice on identifying methods of development and multiple patterns within a single passage and across passages, fiction and non-fiction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site-generated assessments Benchmark Assessments

Action Step 6

Teachers will provide a variety of instructional strategies to ensure continued learning gains and provide scaffolded instruction to maintain a high level of comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site generated assessments Benchmark assessments

Action Step 7

Teachers will utilize technology-based programs and multi-media, such as Reading Plus, Teen Tribune, Discovery Education, Accelerated Reader, and others to reinforce and enhance classroom instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program Reports Lesson Plans Student-generated multi-media presentations

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

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

McDougal Littell Literature Series, Quizzes, Tests, and Interim Assessments, Computer-Program Reports

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments—McDougal Littell Literature Series, Quizzes, Tests, and Interim Assessments

G1.B7 Seventy-six percent (76%) of the Lowest 25% of students did not make learning gains in Reading. The target for 2014 is 78%. Our students demonstrate limited effort to exercise their cognitive skills in reading and comprehension of text.

G1.B7.S1 Teachers will utilize the 2013 FCAT 2.0 Reading Test data to identify the lowest 25% making learning gains and will provide a variety of instructional strategies and activities including Best Practices, CRISS Strategies, a blended curriculum, (NGSSS and Common Core), and Technology to increase the learning gains of the Lowest 25% in Reading.

Action Step 1

Teachers will utilize CRISS Strategies such as graphic organizers, question-answer relationships, questioning the author, and summarizing, to explore and extract meaning from text, fiction and non-fiction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment Reports Reading Plus reports TeenBIZ reports Achieve3000 reports AR Reports

Action Step 2

Teachers will utilize Computer-Based programs such as Reading Plus, TeenBIZ, Achieve3000, and Accelerated Reader to supplement and enhance instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment Reports Reading Plus reports TeenBIZ reports Achieve3000 reports AR Reports

Facilitator:

District Personnel Reading Coach

Participants:

Reading and Language Arts Teachers

Action Step 3

Students will be targeted for appropriate Tier 2 and Tier 3 interventions and before/after school tutoring services.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment Reports Reading Plus reports TeenBIZ reports Achieve3000 reports AR Reports

Action Step 4

Teachers will conduct quarterly, or onging, data chats with students to promote self-assessment and self progress monitoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment Reports Reading Plus reports TeenBIZ reports Achieve3000 reports AR Reports

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

review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports and student authentic work

Plan to Monitor Effectiveness of G1.B7.S1

review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports and student authentic work.

G1.B8 Forty-three percent (43%) of students taking the Cella achieved proficiency in Listening/Speaking. The target for 2014 is 49%. Our students share insufficient exposure to best practices such as Language Experience Approach, paraphrasing and repetition, cooperative learning, and think-alouds.

G1.B8.S1 Provide increased exposure to students on Listening/Speaking skills through multiple targeted lessons and instruction.

Action Step 1

Teachers will utilize district-adopted programs, Imagine Learning and TeenBIZ to reinforce Listening/ Speaking skills for ESOL Level 2 through 4 students.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Listening/Speaking Oral presentations and participation Cella 2014 Listening/Speaking Test

Action Step 2

Teachers will reinforce lessons through oral follow-up discussions to reinforce Listening/Speaking skills with ESOL Level 1 students.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Listening/Speaking Oral presentations and participation Cella 2014 Listening/Speaking Test

Action Step 3

Teachers will include oral practice modeling, teacher-led small group instruction, simple direct language instruction, and repetition of information in their lessons.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Listening/Speaking Oral presentations and participation Cella 2014 Listening/Speaking Test

Action Step 4

Teachers will utilize strategies such as LEA, think-alouds, and cooperative learning in their lessons.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Listening/Speaking Oral presentations and participation Cella 2014 Listening/Speaking Test

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B8.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B9 Thirty-four percent (34%) of students taking the Cella achieved proficiency in Reading. The target for 2014 is 41%. Our students demonstrated insufficient ability to determine the main idea or essential message in grade-level text, and the ability to infer, paraphrase, and summarize text identifying relevant details.

G1.B9.S1 Strategies for this goal will include using picture/book walks, prediction of reading passages, use of KWL, choral reading, use of graphic organizers to aid in reading comprehension, and story maps through direct and supplemental instruction.

Action Step 1

Utilize district-adopted online program, Teenbiz3000.com, to reinforce Reading skills for ESOL level 2 through 4 ELL students.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment reports, Computer program reports (such as Reading Plus, and Teenbiz3000.com) Weekly classroom assessments.

Action Step 2

Target qualifying ELL students for participation school-based tutoring programs as they become available.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment reports, Computer program reports (such as Reading Plus, and Teenbiz3000.com) Weekly classroom assessments.

Action Step 3

Target qualifying ELL students to utilize district-adopted program, Reading Plus, to reinforce reading skills.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment reports, Computer program reports (such as Reading Plus, and Teenbiz3000.com) Weekly classroom assessments.

Action Step 4

Provide instruction incorporating a blended curriculum (NGSSS and Common Core)

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment reports, Computer program reports (such as Reading Plus, and Teenbiz3000.com) Weekly classroom assessments.

Facilitator:

District Personnel

Participants:

ELL Teachers

Action Step 5

Utilize Imagine Learning, to reinforce Reading skills for ESOL level 1 ELL students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing`

Evidence of Completion

FAIR reports Interim Assessment reports, Computer program reports (such as Reading Plus, and Teenbiz3000.com) Weekly classroom assessments.

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

Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus, and Teenbiz3000.com), and weekly classroom assessments.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data reports to ensure progress is being made and adjust instruction as needed. Computer Assisted Program (CAP) reports generated from FAIR, Teenbiz3000.com, Reading Plus, and student authentic work.

Plan to Monitor Effectiveness of G1.B9.S1

Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus, and Teenbiz3000.com), and weekly classroom assessments.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data reports to ensure progress is being made and adjust instruction as needed. Computer Assisted Program (CAP) reports generated from FAIR, Teenbiz3000.com, Reading Plus, and student authentic work.

G1.B10 Twenty-three percent (23%) of students taking the Cella achieved proficiency in Writing. The target for 2014 is 41%. Our students demonstrate limited use of correct grammar, spelling, and language in writing, as well as generating ideas from multiple sources and using organizational strategies to make a plan for writing that includes a main idea.

G1.B10.S1 Strategies for this goal will include providing multiple opportunities for writing through technology-based programs and direct classroom instruction.

Action Step 1

Incorporate dialogue journals, use of graphic organizers for writing, and letter writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student weekly writing samples

Action Step 2

Use organizational strategies to make a plan for writing including graphic organizers, storyboards, drawing simple pictures, and timelines.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student weekly writing samples

Action Step 3

Target qualifying ELL students for participation in school-based tutoring programs as they become available.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student weekly writing samples

Action Step 4

Utilize district-adopted online program, Teenbiz3000.com, to reinforce Writing skills for ESOL level 2 through 4 ELL students.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student weekly writing samples

Action Step 5

Target qualifying ELL students to utilize the Writing component of the district-adopted program, Reading Plus, to reinforce writing skills.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Action Step 6

Incorporate a blended curriculum (NGSSS and Common Core) to provide instruction on text-based writing.

> **Person or Persons Responsible**
>
> ELL Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student weekly writing samples Authentic Writing
>
> **Facilitator:**
>
> District Personnel
>
> **Participants:**
>
> ELL Teachers

Action Step 7

Utilize heritage language/English dictionaries to aid with language and spelling.

> **Person or Persons Responsible**
>
> Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student weekly writing samples

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

Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus, and Teenbiz3000.com), and weekly classroom assessments.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data reports Authentic writing samples

Plan to Monitor Effectiveness of G1.B10.S1

Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus, and Teenbiz3000.com), and weekly classroom assessments

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data reports Authentic student writing samples

G2. On the 2013 administration of the FCAT Writing Test 49% of our students obtained a score of 3.5 or higher. Our goal for the 2014 administration of the FCAT Writing Test is a 5 percentage point increase to 54%.

G2.B1 Students demonstrate a deficiency in the development of support and voice, which included the use of higher order vocabulary and figurative language.

G2.B1.S1 Instruct using effective writing strategies and holistic writing approach to include voice, sentence variety, support, adequate word choice, and evidence in essay writing.

Action Step 1

Teachers will instruct students on supporting claims with logical reasoning and relevant, accurate data, and evidence that demonstrates an understanding of the topic or text using credible sources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Action Step 2

Students will utilize the Writing portion of the Reading Plus 4.0 computer program which focuses on Text-Based argumentative writing, thus providing additional writing practice on the computer.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Action Step 3

Teachers will use mentor text, a selection of sentence variety, and supporting claims to develop support, voice, and higher order vocabulary in writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

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

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests

Plan to Monitor Effectiveness of G2.B1.S1

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests

G2.B2 Students demonstrate a deficiency in the area of content, including grammar, punctuation, capitalization, and spelling.

G2.B2.S1 The grammar and vocabulary components of the McDougal-Littell Literature series will be implemented supporting the writing process.

Action Step 1

Teachers will provide instruction utilizing a blended curriculum (NGSSS and Common Core), thus explicitly teaching text-dependent and evidence-based writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Facilitator:

District Personnel

Participants:

Language Arts Teachers

Action Step 2

Utilize the McDougal-Littell Literature series for instruction in writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests

Plan to Monitor Effectiveness of G2.B2.S1

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests

G2.B3 Students demonstrate a deficiency in the development of a writing plan and the use of topic sentences and transitional phrases to introduce a paragraph's main idea.

G2.B3.S1 Students will be required to write on a daily basis in a variety of formats incorporating FCAT 2.0, as well as Common Core State Standards in writing requisites.

Action Step 1

Students will 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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Action Step 2

Students will improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Action Step 3

Teachers will use daily writing activities and instruction for students to write in a variety of formats using a variety of organizers and writing skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests

Plan to Monitor Effectiveness of G2.B3.S1

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests

G2.B4 A barrier for students taking the FAA is the limited use of visual aids in writing instruction.

G2.B4.S1 Implement the use of visual aids in instruction.

Action Step 1

Use picture cards to create sentences and paragraphs on topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly classroom visitations, student observation, and student authentic writing pieces

Action Step 2

Implement the use of visuals with sentences to facilitate matching them to an appropriate topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly classroom visitations, student observation, and student authentic writing pieces

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Ongoing monitoring through weekly classroom visitations, and student observation, and student authentic writing pieces.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Observation Student-generated writing

Plan to Monitor Effectiveness of G2.B4.S1

Ongoing monitoring through weekly classroom visitations, and student observation, and student authentic writing pieces

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Observation Student-generated writing

G3. Forty-eight percent (48%) of students scored at 3 or above on the 2013 administration of the Mathematics FCAT 2.0. Our target goal for 2014 is 54%. Sixty-seven percent (67%) of FAA students scored at Level 4 or above. Our target goal for 2014 is 70%.

G3.B1 The following Subgroups did not make AMO in Math: Subgroup-- Black 2013 actual is 36%, 2014 target is 57% Hispanic 2013 actual is 53%, 2014 target is 65% ELL 2013 actual is 26%, 2014 target is 51% SWD 2013 actual is 29%, 2014 target is 41% ED 2013 actual is 50%, 2014 target is 61%

G3.B1.S1 Offer in-school opportunities to use technology and online resources in the computer labs.

Action Step 1

Ensure technology and online tools are available to students at school.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Action Step 2

Provide pull-out instruction and tutoring services to targeted students in the AMO Subgroups.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

After School

Evidence of Completion

Interim Assessment Data

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Adminsitrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Sixth and seventh grade Science teachers are targeting weak Mathematics benchmarks during the last 30 minutes of Science class.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 The area of deficiency for students scoring at or above Level 3 was as follows: Grade 6 & 8: Benchmark "Geometry & Measurement"

G3.B2.S1 Teachers will enrich and enhance lessons by providing the students with ample opportunities to explore and apply geometric and measurement concepts learned to real-world scenarios.

Action Step 1

Teachers will pose questions that not only stimulate students' innate curiosity, but also encourages them to further investigate concepts, especially in "real world" situations.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Data reports District Topic Assessments Chapter Tests

Action Step 2

Teachers will provide instruction whereby students will be exposed to and expected to solve more challenging problems.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Data reports District Topic Assessments Chapter Tests

Action Step 3

Students will make interdisciplinary connections as a result of cross-curricular instruction.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Data reports District Topic Assessments Chapter Tests

Action Step 4

Students will use multiple representations, manipulatives, and other tools to communicate mathematical ideas.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Data reports District Topic Assessments Chapter Tests

Action Step 5

Actively engage students in mathematical process providing opportunities to apply mathematical concepts taught and actively engaged in "doing math".

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District InterimDistrict Interim Data reports District Topic Assessments Chapter Tests data reports, district topic assessments, chapter tests.

Facilitator:

District Facilitator Math Department Chair

Participants:

Math Teachers

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

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible
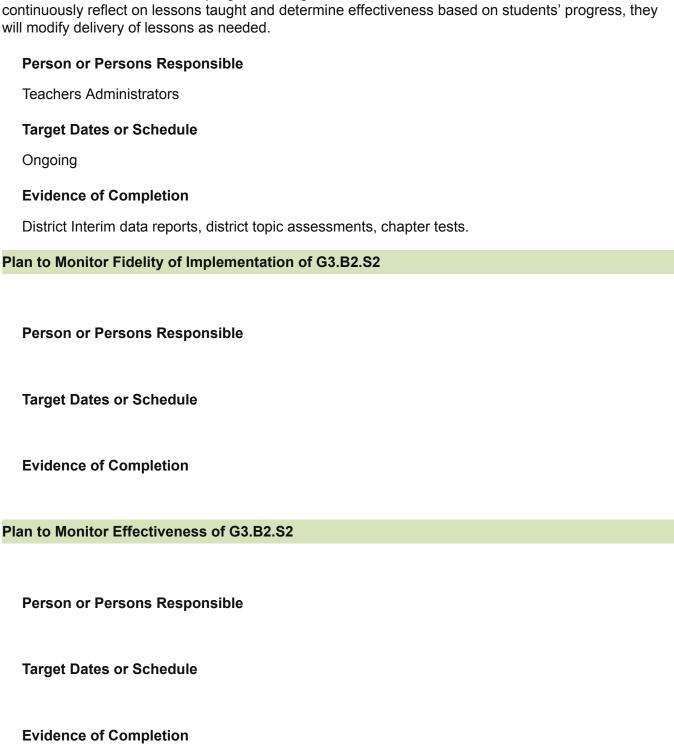
Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 The area of deficiency for students scoring at or above Level 3 was as follows: Grade 7: Benchmark "Statistics and Probabilities"

G3.B3.S1 Teachers will enrich and enhance the lessons by providing the students with ample opportunities to explore and apply concepts learned to real-world scenarios.

Action Step 1

Teachers will provide instruction whereby students will be exposed to and expected to solve more challenging problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments, Chapter Tests.

Action Step 2

Students will make interdisciplinary connections as a result of cross-curricular instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments, Chapter Tests.

Action Step 3

Students will use multiple representations, manipulatives, and other tols to communicate mathematical ideas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments, Chapter Tests.

Action Step 4

Actively engage students in mathematical process providing opportunities to apply mathematical concepts taught and actively engaged in "doing math".

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments, Chapter Tests.

Action Step 5

Teachers will enrich lessons providing students with opportunities to apply mathematical concepts taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments, Chapter Tests.

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

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G3.B3.S1

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

G3.B4 the area of deficiency for students scoring at or above Level 4 was as follows: Grade 6 & 8: Benchmark "Geometry & Measurement"

G3.B4.S1 Teachers will enrich and enhance lessons by providing the students with ample opportunities to explore and apply concepts learned to real-world scenarios.

Action Step 1

Teachers will pose questions that not only stimulate students' innate curiosity, but also encourages them to further investigate concepts, especially in "real world" situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests.

Action Step 2

Teachers will provide instruction whereby students will be exposed to and expected to solve more challenging problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests.

Action Step 3

Students will make interdisciplinary connections as a result of cross-curricular instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests.

Action Step 4

Students will use multiple representations, manipulatives, and other tools to communicate mathematical ideas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests.

Action Step 5

Teachers will actively engage students in mathematical process providing opportunities to apply mathematical concepts taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests.

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

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G3.B4.S1

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 The area of deficiency for students scoring at or above Level 4 was as follows: Grade 7: Benchmark "Statistics and Probabilities"

G3.B5.S1 Teachers will enrich and enhance the lessons by providing the students with ample opportunities to explore and apply concepts learned to real-world scenarios.

Action Step 1

Teachers will pose questions that not only stimulate students' innate curiosity, but also encourages them to further investigate concepts, especially in "real world" situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 2

Teachers will provide instruction whereby students will be exposed to and expected to solve more challenging problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 3

Students will make interdisciplinary connections as a result of cross-curricular instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 4

Students will use multiple representations, manipulatives, and other tools to communicate mathematical ideas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 5

Teachers will enrich lessons providing students with opportunities to apply mathematical concepts taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

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

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G3.B5.S1

Teachers will monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

G3.B6 Twenty-seven percent (27%) of students taking the FAA scored at Levels 4-6 in 2013 . Our target for 2014 is 29%. An anticipated barrier is providing students with multiple opportunities to learn and apply mathematical concepts.

G3.B6.S1 Provide students with multiple opportunities and strategies to learn mathematical concepts.

Action Step 1

Provide visuals such as number lines to learn mathematical concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Action Step 2

Utilize assistive technology to supplement and enhance mathematical concepts instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Action Step 3

Provide manipulatives as tools to learn concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

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

Monitor student progress in mathematics during weekly walkthroughs and classroom observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Plan to Monitor Effectiveness of G3.B6.S1

Monitor student progress in mathematics during weekly walkthroughs and classroom observations.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

G3.B7 Forty percent (40%) of students taking the FAA scored at Level 7 or above in 2013. Our target for 2014 is 41%. An anticipated barrier is limited student participation in guided discussions in order to engage them in relevant, real life math problems.

G3.B7.S1 Use guided discussion with students to engage them in real life math problems.

Action Step 1

Ensure participation in guided discussion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

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

Monitor student progress in mathematics during weekly walkthroughs and classroom observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

Plan to Monitor Effectiveness of G3.B7.S1

Monitor student progress in mathematics during weekly walkthroughs and classroom observations.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom activities, observations, and assessments.

G3.B8 Sixty-four percent (64%) of students made learning gains in Math in 2013. Our target for 2014 is 68%. An anticipated barrier is exposure to a balanced curriculum of Common Core State Standards and NGSS as students will be exposed to more complex, rigorous types of problems.

G3.B8.S1 Expose students to a blended curriculum (NGSSS and Common Core) including more complex and rigorous math problems.

Action Step 1

Develop Professional Learning Communities of teachers to share best practices and provide support through the NGSSS/Common Core transition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Facilitator:

Math Department Chair District Personnel

Participants:

Mathematics Teachers

Action Step 2

Actively engage students in the learning process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 3

Assess students' interests, hobbies, and extra curricular activities to relate content objectives to student experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 4

Vary instructional patterns and activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 5

Provide professional development on Common Core State Standards to teachers to ensure students are taught a blended curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

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

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G3.B8.S1

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Fidelity of Implementation of G3.B8.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B8.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B8.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B8.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B9 Fifty-seven percent (57%) of students in the Low 25% made learning gains in Math in 2013. Our target for 2014 is 61%. An anticipated barrier is increasing self-confidence in non-proficient students. In addition, increasing the opportunities for them to experience success in the Math benchmarks.

G3.B9.S1 Teachers will increase the opportunities for students to experience success in the Math benchmarks, thereby increasing self-confidence in non-proficient students.

Action Step 1

Teachers will increase the use of manipulatives, exposing students to a more concrete form of learning mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 2

Teachers will differentiate instruction to meet the needs of the different learning styles and modalities within a classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 3

Teachers will promote working collaboratively in groups, providing students the opportunity to work together to solve problems and communicate their thinking processes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 4

Teachers will ensure that problem-centered learning is the focus of the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 5

Teachers will plan for activities that will range from application problems to non-routine and open ended problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 6

Teachers will infuse math concepts in projects and activities across content areas, in addition to real-world applications.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 7

Actively engage students in mathematical processes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

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

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests

Plan to Monitor Effectiveness of G3.B9.S1

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests

Plan to Monitor Fidelity of Implementation of G3.B9.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B9.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B9.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B9.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. All students scoring at a Level 3 or above in their 7th grade Math FCAT and all students scoring at a Level 4 or above in the 6th grade Math FCAT will automatically be articulated into the Algebra I class.

G4.B1 There may be a low readiness level for instruction in Algebra I in a small percentage of these students.

G4.B1.S1 Students in the Algebra I course will be homogeneously placed based on their readiness level.

Action Step 1

Teachers will use divergent questions and brainstorming activities to stimulate creative thinking and risk taking.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 2

Teachers will serve as facilitators and provide support whenever needed.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 3

Teachers will periodically review new concepts through warm-up activities.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 4

Teacher will use Topic Tests to review and closely monitor students' misunderstandings.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Action Step 5

Homogeneously place students in Algebra I courses according to their readiness level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

Facilitator:

District Facilitator Math Department Chair

Participants:

Algebra I Teachers

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

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G4.B1.S1

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

G5. Ninety-eight percent (98%) of students taking the 2013 administration of the Algebra I EOC received a score of Level 3 or above. Our goal for 2014 is to maintain 98% of students scoring at Level 3 or above on the 2014 Algebra I EOC.

G5.B1 Due to the change in selection criteria for students participating in the Algebra I class there is an increased percentage of students articulated into Algebra I classes through the newly developed and implemented iPrep Math lab. The lack of experience with this program may adversely affect student achievement.

G5.B1.S1 Teachers will use all resources at their disposal to positively affect student achievement.

Action Step 1

Teachers will use divergent questions and brainstorming activities to stimulate creative thinking and risk taking.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments Chapter tests

Action Step 2

Teachers will serve as facilitators and provide support whenever needed.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments Chapter tests

Action Step 3

Teachers will periodically review new concepts through warm-up activities.

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments Chapter tests

Action Step 4

Teacher will use Topic Tests to review and closely monitor areas of deficiencies

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments Chapter tests

Action Step 5

Use all resources available for teachers to serve as facilitators and provide support according to the needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments Chapter tests

Facilitator:

District Facilitator Math Department Chair

Participants:

Algebra I Teachers

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

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

G6. One hundred percent (100%) of students that took the 2013 administration of the Geometry EOC scored a Level 3 or above, with 89% of those students scoring Level 4 or above. Our goal for 2014 is for 100% of students to score at Level 3 or above.

G6.B1 An anticipated barrier is that students will become complacent and overly confident thereby losing focus and discipline.

G6.B1.S1 Following the FCIM process, review formative assessment data reports from Interim assessments and the 2013 EOC to ensure progress is being made and adjust instruction as needed.

Action Step 1

Teachers will use divergent questions and brainstorming activities to stimulate creative thinking and risk taking.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

Action Step 2

Teachers will serve as facilitators and provide support whenever needed.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

Action Step 3

Teachers will keep new concepts fresh by periodically reviewing through warm-up activities.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

Action Step 4

Teacher will use Topic Tests to review and closely monitor students' misunderstandings.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

Action Step 5

time during departmental meetings for Geometry teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

Facilitator:

District Facilitator Math Department Chair

Participants:

Geometry teachers

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

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

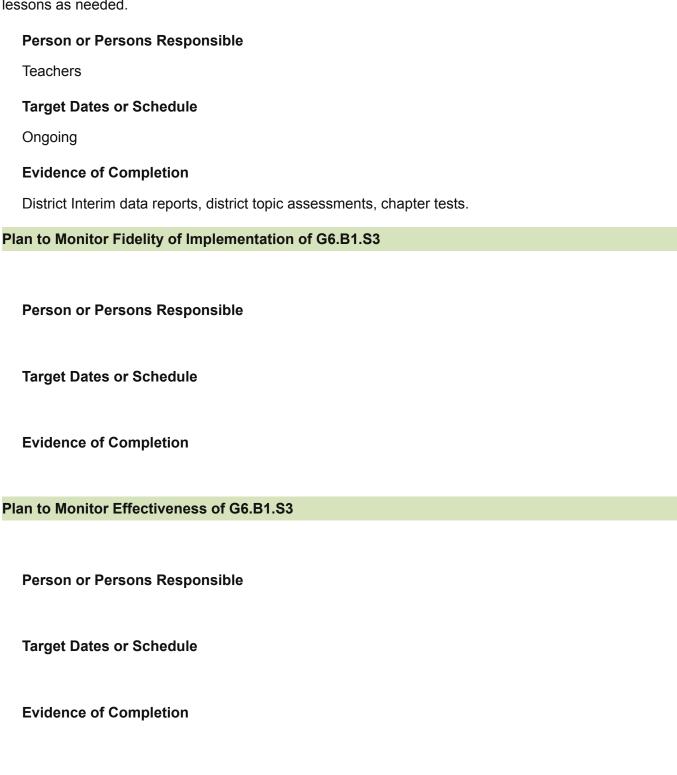### Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests

Plan to Monitor Effectiveness of G6.B1.S1

Monitor students' progress through informal and formal assessment. Teachers will continuously reflect on lessons taught and determine effectiveness based on students' progress, they will modify delivery of lessons as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. Forty-eight percent (48%) of students taking the 2013 administration of the Science FCAT 2.0 scored a level 3 or above. Our goal is that 53% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

G7.B1 Evidence of work and lab reports from students scoring at a Level 3 reflect that students are not consistently able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, or distinguish between theories and laws.

G7.B1.S1 Teachers will ensure that students are consistent with their labs and work in their science classes by implementing the following action steps.

Action Step 1

Require 100% student participation in the school's Science Fair

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 2

Promote participation in science-based academic competitions.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 3

Continue to meet in Professional Learning Communities (PLC) of science teachers with vertical and horizontal alignment within the school and across the feeder pattern, to increase inquiry-based learning to research, discuss, design, and implement strategies to increase inquiry-based learning in science. Teachers will also build long term unit plans, and address successful integration of technology in instruction.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Facilitator:

Science Department Chair District Personnel

Participants:

Science Teachers

Action Step 4

Provide opportunities after school (Virtual/Online School, tutorials), Saturday Academy and/or during homeroom for students to engage in hands-on/interactive activities for review of the Annually Assessed Science benchmarks..

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 5

Provide students with field experiences to pursue scientific investigations through visits to locations such as, the Museum of Science and Discovery, Fairchild Tropical Botanical Gardens and the Deering Estate

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 6

Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students (i.e. at grade level, intervention and enrichment groups.) Require students to communicate verbally (accountable talk) and in writing by asking students to clarify concepts and justify issues through debate and discussion, and providing evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Facilitator:

District Personnel Science Department Chair

Participants:

Science Teachers

Action Step 7

Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 8

Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, Discovery, PBS Learning Media, etc.)

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 9

Assess student learning using performance tasks and challenge-based learning activities. • Use quality assessments, formative and summative, to inform instruction (Florida Achieve-Focus, FCAT Explorer)

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 10

Promote parental involvement through planned Science Parent Night and incorporating hands-on activities

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 11

Continue to develop, through academic teams, an interdisciplinary curriculum that is interwoven with writing, mathematics, reading, and technology applications of scientific concepts and vocabulary.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 12

Incorporate reading strategies and the usage of informational text, as delineated by Common Core Standards.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Facilitator:

District Personnel Reading Coach

Participants:

Science Teachers

Action Step 13

Provide individual exploration, peer instruction and whole class discussion using laboratory experiments, hands-on activities, technology-based activities and science competitions, such as the Fairchild Challenge.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

Action Step 14

Weekly scheduled laboratory activities.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

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

Monitor student progress in science during weekly walkthroughs and classroom observations. Check Science PLC minutes for evidence of support for inquiry-based learning activities Check samples of student journals and lab reports bi-weekly to monitor student progress in writing

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G7.B1.S1

Analysis of district and teacher formative assessments, feedback in terms of student engagement and progress based on the 2014 administration of the FCAT 2.0 Science Assessment.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B2 Evidence of work and lab reports from students scoring at a Level 4 and above reflect that students are not consistently able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, or distinguish between theories and laws.

G7.B2.S1 Require students to communicate verbally (accountable talk) and in writing by asking students to clarify concepts and justify issues through debate and discussion, and providing evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, discovery Learning, PBS Learning Media, etc.)

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Action Step 2

Assess student learning using performance tasks and challenge-based learning activities.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Action Step 3

Continue to develop, through academic teams, an interdisciplinary curriculum that is interwoven with writing, mathematics, reading, and technology applications of scientific concepts and vocabulary.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Action Step 4

Incorporate reading strategies and the usage of informational text as delineated by the Common core State Standards.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Action Step 5

Provide individual exploration, peer instruction and whole class discussion using laboratory experiments, hands-on activities, technology-based activities and science competitions, such as the Fairchild Challenge.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Action Step 6

Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

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

Monitor student progress in science during weekly walkthroughs and classroom observations. Check Science PLC minutes for evidence of support for inquiry-based learning activities Check samples of student journals and lab reports bi-weekly to monitor student progress in writing

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

Plan to Monitor Effectiveness of G7.B2.S1

Analysis of district and teacher formative assessments, feedback in terms of student engagement and progress based on the 2014 administration of the FCAT 2.0 Science Assessment

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, district topic assessments, chapter tests.

G8. Our goal for 2014 is to increase the participation of students in STEM-related experiences.

G8.B1 An anticipated barrier is the limited number of students that participate in competitions, fairs, and community projects sponsored by the STEM courses.

G8.B1.S1 Encourage students enrolled in STEM courses to participate in school and district exhibitions and fairs designed to display and showcase projects that were developed and engineered in the course, as well as to participate in community projects which will also demonstrate their abilities.

Action Step 1

Math and Science teachers will ensure that students enrolled in STEM courses are being exposed to rigorous course content through their Math and Science classes.

Person or Persons Responsible

School Leadership Team, STEM Teachers, FBLA, and FCCLA

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation of students in competitions and fairs.

Action Step 2

Increase motivation for participation in STEM course school and district exhibitions, fairs, and in community projects.

Person or Persons Responsible

School Leadership Team, STEM Teachers, FBLA, and FCCLA

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation of students in competitions and fairs.

Facilitator:

District Facilitators

Participants:

STEM Teachers

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

Monitoring number students participating in STEM activities throughout the school year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation of students in competitions, fairs, and community projects. Increased number of students selecting the course as an elective for the upcoming school year.

Plan to Monitor Effectiveness of G8.B1.S1

Monitoring number students participating in STEM course activities, specifically targeting new student registration throughout the school year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased number of completed projects. Increased participation of students in competitions, fairs, and community projects. Increased number of students selecting the course as an elective for the upcoming school year.

G9. During the 2013 school year 26% of our student population was enrolled in one or more CTE courses. Our goal is that for the 2014 school year the enrollment into CTE courses increases by 4 percentage points to 30% of our student population.

G9.B1 Limited student awareness of the variety and availability of career and technical education choices, programs, and clubs.

G9.B1.S1 Increase the number of opportunities for student involvement in career advisement and career fairs through the promotion of career awareness, exploration, participation in CTE course related activities, and planning. Implement career development lessons within school instructional focus calendar designed to assist students make the connection between school and future careers.

Action Step 1

Implement career development lessons within school instructional focus calendar designed to assist students make the connection between school and future careers.

Person or Persons Responsible

Leadership Team CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students enrolled in CTE Courses

Action Step 2

Promote career electives throughout the year specifically during magnet fair and with newly enrolled students.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students enrolled in CTE courses.

Facilitator:

District Facilitator

Participants:

Consumer Science Teacher Business Leadership Teacher Exploration of Information Technology Teacher

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

Monitor enrollment into CTE courses. Monitor participation in career-related activities and clubs throughout the year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in career-related activities and clubs throughout the year. Increased enrollment in CTE Courses

Plan to Monitor Effectiveness of G9.B1.S1

Monitor enrollment into CTE courses. Monitor participation in career-related activities and clubs throughout the year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in CTE Courses Increased participation in career-related activities and clubs throughout the year.

G10. One percent (1%) of students scored at Proficiency on the Civics District Baseline Assessment. Our goal is for 45% of students to score in the upper third on the 2014 Civics EOC Exam.

G10.B1 Students have limited understanding of the functionality of American Government, and limited exposure to interpreting primary and secondary sources pertaining to foundations of American government.

G10.B1.S1 Develop student understanding of the functionality of American Government through a variety of instructional techniques.

Action Step 1

Teachers will provide activities that allow students to interpret primary and secondary sources of information

Person or Persons Responsible

Civics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student projects School-based tests District Interim Assessment Summative: Civics EOC 2014

Action Step 2

Teachers will use multimedia sources to examine opposing points of view on a variety of issues.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student projects School-based tests District Interim Assessment Summative: Civics EOC 2014

Action Step 3

Teachers will ensure students have the tools necessary to develop their Civics vocabulary and enhance their lessons with the needed activities, opportunities, and resources for a successful learning environment.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student projects School-based tests District Interim Assessment Summative: Civics EOC 2014

Facilitator:

District Facilitator Social Studies Department Chair

Participants:

Civics Teachers

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

Leadership team will monitor and review implementation of project-based activities.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Leadership team will monitor and review student project-based activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B2 There are limited resources and limited participation in professional development that will provide teachers with instructional tools, content knowledge, and instructional strategies to ensure student learning and achievement

G10.B2.S1 To enhance the CCSS, teachers will participate in professional development in this area.

Action Step 1

Attend professional development in Common Core State Standards in Civics

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development log

Facilitator:

District Personnel Social Studies Department Chair

Participants:

Civics Teachers

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Leadership team will monitor and review implementation student project-based activities based on CCSS.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

Plan to Monitor Effectiveness of G10.B2.S1

Leadership team will monitor and review implementation of student project-based activities based on CCSS in Civics

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

G10.B3 Students have difficulty transferring Writing and Language skills to the content area.

G10.B3.S1 Students will be provided to multiple opportunities and strategies to incorporate writing and language skills in their Civics lessons and activities.

Action Step 1

Teachers will provide opportunities for students to write to inform, persuade, and pose opposing arguments.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student Class Projects School-Based Writing assignments Civics District Interim Assessments Summetive: 2013 Civics EOC

Action Step 2

Teachers will provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student Class Projects School-Based Writing assignments Civics District Interim Assessments Summetive: 2013 Civics EOC

Action Step 3

Teachers will assist students to provide alternate solutions to the problems researched.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student Class Projects School-Based Writing assignments Civics District Interim Assessments Summetive: 2013 Civics EOC

Action Step 4

Teachers will ensure students have the writing tools necessary to develop their Civics vocabulary and enhance their lessons with the needed writing activities, opportunities, and resources for a successful learning environment.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student Class Projects School-Based Writing assignments Civics District Interim Assessments Summetive: 2013 Civics EOC

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Leadership team will monitor and review implementation student project-based activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

Plan to Monitor Effectiveness of G10.B3.S1

Leadership team will monitor and review implementation student project-based activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

G10.B4 Students have limited opportunities to participate in more project-based learning activities.

G10.B4.S1 Incorporate Cambridge Pre- AICE curriculum and materials into the Next Gen 2.0 and Common Core State Standards in Social Studies and Reading standards. The Cambridge Academy curriculum framework provides a comprehensive set of progressive learning objectives. They provide structure for teaching and learning and a reference against which learners' ability and understanding can be checked. In addition it provides opportunities for students to examine opposing points of view on a variety of issues and to discuss the values, complexities, and dilemmas involved in social, political, and economic issues, thus assisting students in developing well-reasoned positions on issues.

Action Step 1

Students will produce project-based activities and participate in peer reviews using class developed rubrics.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student Class Projects School-Based Writing assignments Civics District Interim Assessments Summative: 2013 Civics EOC

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Leadership team will monitor and review implementation student project-based activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

Plan to Monitor Effectiveness of G10.B4.S1

Leadership team will monitor and review implementation student project-based activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

G11. Our goal for 2014 is to increase student attendance by decreasing the percentage of students who miss 10% or more of the available instructional time, and to decrease the percentage of students who fail Core Subject courses.

G11.B1 Existing barriers are: Parental need of better understanding of the attendance policy for the school and district. Use of progressive discipline strategies by classroom teachers to diminish referrals. Limited space to create an indoor-suspension unit Limited human resources for course recovery

G11.B1.S1 • Students with a pattern of non-attendance will be referred to the MTSS/RtI Team • The MTSS/RtI Team will monitor students who receive two or more referrals providing students with counseling and encouraging parental involvement in this process. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship • Students will be enrolled in course recovery classes

Action Step 1

MTSS team will ensure that adequate resources, personnel, space, and rewards are in place to be able to implement the identified strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentages in EWS

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

MTSS/RtI will monitor attendance bulletin, indoor/outdoor suspensions, number of referrals, and students in danger of failing classes.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentage in EWS

Plan to Monitor Effectiveness of G11.B1.S1

MTSS/RtI will monitor attendance bulletin, indoor/outdoor suspensions, number of referrals, and students in danger of failing classes.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentage in EWS

Plan to Monitor Fidelity of Implementation of G11.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S7

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

At Jorge Mas Canosa Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches and Department Chairs develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

TITLE I, PART C-MIGRANT

Jorge Mas Canosa Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

TITLE I, Part D

Jorge Mas Canosa receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

TITLE II

Jorge Mas Canosa uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC)
• development and facilitation, as well as Lesson Study Group implementation and protocols

TITLE III

Jorge Mas Canosa utilizes Title III funds to supplement and enhance the programs for English Language

Learners (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
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).
TITLE VI-PART B, NA
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.
Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)
Jorge Mas Canosa Midle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation
VIOLENCE PREVENTION PROGRAM
At Jorge Mas Canosa 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 our 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 HARRASSMENT
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.
At Jorge Mas Canosa Middle School 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 and counselors begin any investigation of bullying or harassment within 24 hours of an initial report.
All Staff, Students, and Parents/Volunteers will receive training on an annual basis.
We will implement 5 curriculum lessons on Bullying and Violence Prevention per grade level 6 through 8.
NUTRITION PROGRAMS
1) Jorge Mas Canosa Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks at Jorge Mas Canosa, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
HOUSING PROGRAMS - N/A
HEAD START - N/A
ADULT EDUCATION - N/A
CAREER AND TECHNICAL EDUCATION
Jorge Mas Canosa Middle School has established an Instructional Technology Academy. By promoting Career Pathways and Programs of Study students will be able to complete an academy program and have a better understanding and appreciation of the posts-secondary opportunities available to them, and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Students will gain an understanding of business and industry workforce requirements by acquiring Instructional Technology Certification.
JOB TRAINING - N/A
OTHER
HIV/AIDS CURRICULUM: AIDS Get the Facts!
Jorge Mas Canosa teachers implement the AIDS: GET the Facts! curriculum providing a series of general objectives, lessons, activities and resources in HIV/AIDS instruction in grades 6-8.
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 Jorge Mas Canosa 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. Fifty-nine (59%) of students scored at Level 3 or above on the 2013 Reading FCAT 2.0. Our target goal for 2014 is to increase to 63%. Seventy-three (73%) of FAA students scored at Level 4 or above in 2013 . Our target goal for 2014 is 76%.

G1.B2 Thirty percent (30%) of our students scored at Level 3 in Reading in 2013. Our target goal for 2014 is 33%. In Grade 6 and Grade 8 our students demonstrate deficiencies in Reporting Category 2, Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. In Grade 7 our students demonstrate deficiencies in Reporting Category 1, Vocabulary, due to limited use of direct and explicit instruction of higher-level vocabulary across the curriculum, as well as infusing content-based informational text in structured explicit lessons on a more frequent basis.

G1.B2.S1 Teachers will utilize Best-Practices, CRISS Strategies, and a Blended Curriculum to increase student perfomance.

PD Opportunity 1

Teachers will participate in Professional Development addressing Common Core State Standards, exemplar lessons, and blended curriculum.

Facilitator

District Personnel

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

Throughout the year as offered by the District.

Evidence of Completion

Master Plan Points Lesson Plans

G1.B6 Seventy-one percent (71%) of students made learning gains in Reading. The target for 2014 is 74%. Our students demonstrate a limited ability to apply higher order thinking skills to the Reading Application process.

G1.B6.S1 Teachers will provide a variety of instructional strategies including Best Practices, CRISS Strategies, a Blended Curriculum (NGSSS and Common Core), and Technology to increase student learning gains in Reading.

PD Opportunity 1

As a result of attending professional development, teachers across the curriculum will utilize Reading Best Practices, will infuse CRISS strategies, and blend instruction with the new Common Core State Standards.

Facilitator

District Personnel Reading Coach

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Site-generated assessments Benchmark Assessments

G1.B7 Seventy-six percent (76%) of the Lowest 25% of students did not make learning gains in Reading. The target for 2014 is 78%. Our students demonstrate limited effort to exercise their cognitive skills in reading and comprehension of text.

G1.B7.S1 Teachers will utilize the 2013 FCAT 2.0 Reading Test data to identify the lowest 25% making learning gains and will provide a variety of instructional strategies and activities including Best Practices, CRISS Strategies, a blended curriculum, (NGSSS and Common Core), and Technology to increase the learning gains of the Lowest 25% in Reading.

PD Opportunity 1

Teachers will utilize Computer-Based programs such as Reading Plus, TeenBIZ, Achieve3000, and Accelerated Reader to supplement and enhance instruction.

Facilitator

District Personnel Reading Coach

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment Reports Reading Plus reports TeenBIZ reports Achieve3000 reports AR Reports

G1.B9 Thirty-four percent (34%) of students taking the Cella achieved proficiency in Reading. The target for 2014 is 41%. Our students demonstrated insufficient ability to determine the main idea or essential message in grade-level text, and the ability to infer, paraphrase, and summarize text identifying relevant details.

G1.B9.S1 Strategies for this goal will include using picture/book walks, prediction of reading passages, use of KWL, choral reading, use of graphic organizers to aid in reading comprehension, and story maps through direct and supplemental instruction.

PD Opportunity 1

Provide instruction incorporating a blended curriculum (NGSSS and Common Core)

Facilitator

District Personnel

Participants

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports Interim Assessment reports, Computer program reports (such as Reading Plus, and Teenbiz3000.com) Weekly classroom assessments.

G1.B10 Twenty-three percent (23%) of students taking the Cella achieved proficiency in Writing. The target for 2014 is 41%. Our students demonstrate limited use of correct grammar, spelling, and language in writing, as well as generating ideas from multiple sources and using organizational strategies to make a plan for writing that includes a main idea.

G1.B10.S1 Strategies for this goal will include providing multiple opportunities for writing through technology-based programs and direct classroom instruction.

PD Opportunity 1

Incorporate a blended curriculum (NGSSS and Common Core) to provide instruction on text-based writing.

Facilitator

District Personnel

Participants

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student weekly writing samples Authentic Writing

G2. On the 2013 administration of the FCAT Writing Test 49% of our students obtained a score of 3.5 or higher. Our goal for the 2014 administration of the FCAT Writing Test is a 5 percentage point increase to 54%.

G2.B2 Students demonstrate a deficiency in the area of content, including grammar, punctuation, capitalization, and spelling.

G2.B2.S1 The grammar and vocabulary components of the McDougal-Littell Literature series will be implemented supporting the writing process.

PD Opportunity 1

Teachers will provide instruction utilizing a blended curriculum (NGSSS and Common Core), thus explicitly teaching text-dependent and evidence-based writing.

Facilitator

District Personnel

Participants

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

G3. Forty-eight percent (48%) of students scored at 3 or above on the 2013 administration of the Mathematics FCAT 2.0. Our target goal for 2014 is 54%. Sixty-seven percent (67%) of FAA students scored at Level 4 or above. Our target goal for 2014 is 70%.

G3.B2 The area of deficiency for students scoring at or above Level 3 was as follows: Grade 6 & 8: Benchmark "Geometry & Measurement"

G3.B2.S1 Teachers will enrich and enhance lessons by providing the students with ample opportunities to explore and apply geometric and measurement concepts learned to real-world scenarios.

PD Opportunity 1

Actively engage students in mathematical process providing opportunities to apply mathematical concepts taught and actively engaged in "doing math".

Facilitator

District Facilitator Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District InterimDistrict Interim Data reports District Topic Assessments Chapter Tests data reports, district topic assessments, chapter tests.

G3.B8 Sixty-four percent (64%) of students made learning gains in Math in 2013. Our target for 2014 is 68%. An anticipated barrier is exposure to a balanced curriculum of Common Core State Standards and NGSS as students will be exposed to more complex, rigorous types of problems.

G3.B8.S1 Expose students to a blended curriculum (NGSSS and Common Core) including more complex and rigorous math problems.

PD Opportunity 1

Develop Professional Learning Communities of teachers to share best practices and provide support through the NGSSS/Common Core transition.

Facilitator

Math Department Chair District Personnel

Participants

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

G4. All students scoring at a Level 3 or above in their 7th grade Math FCAT and all students scoring at a Level 4 or above in the 6th grade Math FCAT will automatically be articulated into the Algebra I class.

G4.B1 There may be a low readiness level for instruction in Algebra I in a small percentage of these students.

G4.B1.S1 Students in the Algebra I course will be homogeneously placed based on their readiness level.

PD Opportunity 1

Homogeneously place students in Algebra I courses according to their readiness level.

Facilitator

District Facilitator Math Department Chair

Participants

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports District topic assessments Chapter tests

G5. Ninety-eight percent (98%) of students taking the 2013 administration of the Algebra I EOC received a score of Level 3 or above. Our goal for 2014 is to maintain 98% of students scoring at Level 3 or above on the 2014 Algebra I EOC.

G5.B1 Due to the change in selection criteria for students participating in the Algebra I class there is an increased percentage of students articulated into Algebra I classes through the newly developed and implemented iPrep Math lab. The lack of experience with this program may adversely affect student achievement.

G5.B1.S1 Teachers will use all resources at their disposal to positively affect student achievement.

PD Opportunity 1

Use all resources available for teachers to serve as facilitators and provide support according to the needs of students.

Facilitator

District Facilitator Math Department Chair

Participants

Algebra I Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim data reports, District topic assessments Chapter tests

G6. One hundred percent (100%) of students that took the 2013 administration of the Geometry EOC scored a Level 3 or above, with 89% of those students scoring Level 4 or above. Our goal for 2014 is for 100% of students to score at Level 3 or above.

G6.B1 An anticipated barrier is that students will become complacent and overly confident thereby losing focus and discipline.

G6.B1.S1 Following the FCIM process, review formative assessment data reports from Interim assessments and the 2013 EOC to ensure progress is being made and adjust instruction as needed.

PD Opportunity 1

time during departmental meetings for Geometry teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs.

Facilitator

District Facilitator Math Department Chair

Participants

Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2014 Geometry EOC

G7. Forty-eight percent (48%) of students taking the 2013 administration of the Science FCAT 2.0 scored a level 3 or above. Our goal is that 53% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

G7.B1 Evidence of work and lab reports from students scoring at a Level 3 reflect that students are not consistently able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, or distinguish between theories and laws.

G7.B1.S1 Teachers will ensure that students are consistent with their labs and work in their science classes by implementing the following action steps.

PD Opportunity 1

Continue to meet in Professional Learning Communities (PLC) of science teachers with vertical and horizontal alignment within the school and across the feeder pattern, to increase inquiry-based learning to research, discuss, design, and implement strategies to increase inquiry-based learning in science. Teachers will also build long term unit plans, and address successful integration of technology in instruction.

Facilitator

Science Department Chair District Personnel

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

PD Opportunity 2

Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students (i.e. at grade level, intervention and enrichment groups.) Require students to communicate verbally (accountable talk) and in writing by asking students to clarify concepts and justify issues through debate and discussion, and providing evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Facilitator

District Personnel Science Department Chair

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

PD Opportunity 3

Incorporate reading strategies and the usage of informational text, as delineated by Common Core Standards.

Facilitator

District Personnel Reading Coach

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim data reports, District topic assessments Chapter tests Summative; Science FCAT Test

G8. Our goal for 2014 is to increase the participation of students in STEM-related experiences.

G8.B1 An anticipated barrier is the limited number of students that participate in competitions, fairs, and community projects sponsored by the STEM courses.

G8.B1.S1 Encourage students enrolled in STEM courses to participate in school and district exhibitions and fairs designed to display and showcase projects that were developed and engineered in the course, as well as to participate in community projects which will also demonstrate their abilities.

PD Opportunity 1

Increase motivation for participation in STEM course school and district exhibitions, fairs, and in community projects.

Facilitator

District Facilitators

Participants

STEM Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation of students in competitions and fairs.

G9. During the 2013 school year 26% of our student population was enrolled in one or more CTE courses. Our goal is that for the 2014 school year the enrollment into CTE courses increases by 4 percentage points to 30% of our student population.

G9.B1 Limited student awareness of the variety and availability of career and technical education choices, programs, and clubs.

G9.B1.S1 Increase the number of opportunities for student involvement in career advisement and career fairs through the promotion of career awareness, exploration, participation in CTE course related activities, and planning. Implement career development lessons within school instructional focus calendar designed to assist students make the connection between school and future careers.

PD Opportunity 1

Promote career electives throughout the year specifically during magnet fair and with newly enrolled students.

Facilitator

District Facilitator

Participants

Consumer Science Teacher Business Leadership Teacher Exploration of Information Technology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students enrolled in CTE courses.

G10. One percent (1%) of students scored at Proficiency on the Civics District Baseline Assessment. Our goal is for 45% of students to score in the upper third on the 2014 Civics EOC Exam.

G10.B1 Students have limited understanding of the functionality of American Government, and limited exposure to interpreting primary and secondary sources pertaining to foundations of American government.

G10.B1.S1 Develop student understanding of the functionality of American Government through a variety of instructional techniques.

PD Opportunity 1

Teachers will ensure students have the tools necessary to develop their Civics vocabulary and enhance their lessons with the needed activities, opportunities, and resources for a successful learning environment.

Facilitator

District Facilitator Social Studies Department Chair

Participants

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student projects School-based tests District Interim Assessment Summative: Civics EOC 2014

G10.B2 There are limited resources and limited participation in professional development that will provide teachers with instructional tools, content knowledge, and instructional strategies to ensure student learning and achievement

G10.B2.S1 To enhance the CCSS, teachers will participate in professional development in this area.

PD Opportunity 1

Attend professional development in Common Core State Standards in Civics

Facilitator

District Personnel Social Studies Department Chair

Participants

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Fifty-nine (59%) of students scored at Level 3 or above on the 2013 Reading FCAT 2.0. Our target goal for 2014 is to increase to 63%. Seventy-three (73%) of FAA students scored at Level 4 or above in 2013 . Our target goal for 2014 is 76%.	$3,200
	Total	$3,200

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title III Grant	$3,200	$3,200
Total	$3,200	$3,200

Budget Details

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

G1. Fifty-nine (59%) of students scored at Level 3 or above on the 2013 Reading FCAT 2.0. Our target goal for 2014 is to increase to 63%. Seventy-three (73%) of FAA students scored at Level 4 or above in 2013 . Our target goal for 2014 is 76%.

G1.B9 Thirty-four percent (34%) of students taking the Cella achieved proficiency in Reading. The target for 2014 is 41%. Our students demonstrated insufficient ability to determine the main idea or essential message in grade-level text, and the ability to infer, paraphrase, and summarize text identifying relevant details.

G1.B9.S1 Strategies for this goal will include using picture/book walks, prediction of reading passages, use of KWL, choral reading, use of graphic organizers to aid in reading comprehension, and story maps through direct and supplemental instruction.

Action Step 2

Target qualifying ELL students for participation school-based tutoring programs as they become available.

Resource Type

Personnel

Resource

After-School Tutoring for ELL Students by ESOL Endorsed Teachers.

Funding Source

Title III Grant

Amount Needed

$3,200