



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Nautilus Middle School
4301 N MICHIGAN AVE
Miami Beach, FL 33140
305-532-3481
<http://nautilus.dadeschools.net/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 77%

School Grades History

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

Nautilus Middle School

Principal

Rene Bellmas

School Advisory Council chair

Abigail Laurence

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

Name	Title
Mitzi D. Parlor	Assistant Principal
Julio A. Echemendia	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward-1, Teachers-5, Alternate Teacher-1, Educational Support-1, Alternate Educational Support-1, Parents-5, Alternate Parent-1, Students - 3, Alternate Student-1, Business/Community Representative-1

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The EESAC is given the opportunity to offer feedback and suggestions to the SIP writing team based on the school's data.

Activities of the SAC for the upcoming school year

Help create a learning environment that supports the vision and mission of the school.
Work with the principal, faculty, and council members to promote increased student achievement.
Conduct meetings to facilitate and monitor the efforts associated with the School Improvement Plan.

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

Funds in the amount of \$2,999.99 will be used to supplement programs, materials and incentives to enhance student achievement.

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:

Rene Bellmas

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

ELEM ED, ESOL, GIFTED, ED LEADERSHIP

2013 – School Grade: C
 Rdg. Proficiency, 55%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 54 points
 Rdg. Imp. of Lowest 25% -
 51 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO–55
 Math AMO–53

2012 – School Grade: A
 Rdg. Proficiency, 89%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 79points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO –78
 Math AMO–83

Performance Record

2011 – School Grade
 School Grade: C
 AYP: N
 High Standards Rdg., 56%
 High Standards Math, 65%
 Lrg Gains-Rdg., 58%
 Lrg Gains-Math, 60%

2010 – School Grade
 School Grade: D
 AYP: N
 High Standards Rdg., 57%
 High Standards Math, 50%
 Lrg Gains-Rdg., 56%
 Lrg Gains-Math, 39%

2009 – School Grade
 School Grade: C
 AYP: N
 High Standards Rdg., 58%
 High Standards Math, 60%
 Lrg Gains-Rdg., 36%
 Lrg Gains-Math, 55%

Julio A. Echemendia

Asst Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

DRIVER ED, PHYS ED, ED LEADERSHIP

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 55%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 54 points
 Rdg. Imp. of Lowest 25% -
 51 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO–55
 Math AMO–53

2012 – School Grade: B
 Rdg. Proficiency, 58%
 Math Proficiency, 58%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 67points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 56 points
 Rdg. AMO –58
 Math AMO–58

2011 – School Grade
 School Grade: C
 AYP: N
 High Standards Rdg., 56%
 High Standards Math, 65%
 Lrg Gains-Rdg., 58%
 Lrg Gains-Math, 60%

2010 – School Grade
 School Grade: D
 AYP: N
 High Standards Rdg., 57%
 High Standards Math, 50%
 Lrg Gains-Rdg., 56%
 Lrg Gains-Math, 39%

2009 – School Grade
 School Grade: C
 AYP: N
 High Standards Rdg., 58%
 High Standards Math, 60%
 Lrg Gains-Rdg., 36%
 Lrg Gains-Math, 55%

Mitzi D. Parlor

Asst Principal

Years as Administrator: 13

Years at Current School: 11

Credentials

MG ENGLISH, ED LEADERSHIP

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 55%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 54 points
 Rdg. Imp. of Lowest 25% - 51 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO–55
 Math AMO–53
 2012 – School Grade: B
 Rdg. Proficiency, 58%
 Math Proficiency, 58%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 67points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 56 points
 Rdg. AMO –58
 Math AMO–58
 2011 – School Grade
 School Grade: C
 AYP: N
 High Standards Rdg., 56%
 High Standards Math, 65%
 Lrg Gains-Rdg., 58%
 Lrg Gains-Math, 60%
 2010 – School Grade
 School Grade: D
 AYP: N
 High Standards Rdg., 57%
 High Standards Math, 50%
 Lrg Gains-Rdg., 56%
 Lrg Gains-Math, 39%
 2009 – School Grade
 School Grade: C
 AYP: N
 High Standards Rdg., 58%
 High Standards Math, 60%
 Lrg Gains-Rdg., 36%
 Lrg Gains-Math, 55%

Classroom Teachers

of classroom teachers

49

receiving effective rating or higher

48, 98%

Highly Qualified Teachers

65%

certified in-field

34, 69%

ESOL endorsed

4, 8%

reading endorsed

2, 4%

with advanced degrees

30, 61%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

3, 6%

with 6-14 years of experience

22, 45%

with 15 or more years of experience

22, 45%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

0, 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

New teachers are assigned a highly qualified mentor teacher, usually within the same department. Release time is provided for professional development in order to seek additional certifications.

Teacher Mentoring Program/Plan

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

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

New teachers are paired with their department chairperson that will serve as the mentor. Time is provided for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

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

Across all tiers of support, we hold regular team meetings where problem solving is the sole focus. As a method of data-based problem solving, we use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. When moving students from one tier to another, we gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. As a problem-solving team, we respond when grades, subject areas, classes, or individual students have not shown a positive response. Because we constantly measure progress, we respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

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

Mr.Bellmas, Ms. Parlor, and Mr.Echemendia schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. With the support and assistance of Ms.Bica, our school psychologist and Mr.Monda, our SPED chair, Mrs.Careaga plans and monitors reading interventions and Mrs.Smith plans and monitors mathematics interventions, and Mrs.Guiterrez and Mrs.Werner, our school counselors, plan and monitor behavioral interventions. Supporting all of our behavioral interventions across each tier of support is Mr.Orta, our school social worker. At the level of an SST and SPED eligibility, Mr.Monda, our SPED chair and Ms.Bica, our school psychologist, plan and monitor tier III interventions.

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

As an MTSS/RtI Leadership team, we use the four-step problem solving model to make data-based academic and behavioral decisions. At step one, we engage in problem identification. The goal of problem identification is to answer the question "what is the problem?" The problem should be stated in objective, measurable, terms using direct measures of academics or behavior. At step two, we think through the goal of problem identification is to answer the question "what is the problem?" The problem should be stated in objective, measurable, terms using direct measures of academics or behavior. At the third step, we are involved in intervention design. Intervention design is where we explicitly define the skills to be taught; focus on measurable objectives; define who will complete various tasks, when and

how; describe a plan for measuring and monitoring effectiveness of instructional efforts; and reflect resources available. The fourth step is when we analyze program evaluation. During program evaluation, we decide whether or not a positive, questionable, or poor response has occurred.

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

The data source(s) and data management system(s) used to summarize data at each Tier for reading, mathematics, science, writing, and behavior include but are not limited to the following: data sources for academic are FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory) EasyCBM STAR reading assessment Oral Reading Fluency Measures Voyager Phonemic Awareness and Phonics measures Success Maker Utilization and Progress Reports Interim assessments State/ Local Math and Science assessments, FCAT Student grades, School site specific assessments. Data sources for behavior are Student Case Management System, Detentions, Suspensions/expulsions, Referrals by student behavior, staff behavior, and administrative context, Office referrals per day per month, Team climate surveys, Attendance, Functional Assessment, Frequency Monitoring.

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

The school will participate in the MTSS district professional development which consists of; Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school. The school will utilize back to school night to present MTSS 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: Weekend Program**Minutes added to school year:** 1,440

Students who achieved an FCAT level of high 2 or low 3, in Reading and/or Math, are targeted for our Saturday Tutorial Program. During this 3 hour session, students are given supplemental material to address deficiencies and prepare them for the FCAT.

Eighth grade students are also offered the opportunity for enrichment in the areas of Writing and FCAT Science.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected during interim exams as well as topic tests. This data is analyzed by teachers and administrators, using Edusoft, to determine the effectiveness of strategies and need to re-strategize.

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team (LLT) is responsible for monitoring the data and making changes as needed.

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

Name	Title
Rene Bellmas	Principal
Mitzi D. Parlor	Assistant Principal
Julio A. Echemendia	Assistant Principa
Ana Careaga	Languag Arts Department Chairperson
Lera Smith	Mathematics Department Chairperson
Gwendolyn Foote	Science Department Chairperson
Rick Fernandez	Social Studies Department Chairperson
John Monda	SPED Department Chairperson
Raimundo Modia	Fine Arts Department Chairperson
Christian Cotabarren	ELL/Foregin Language Department Chairperson

How the school-based LLT functions

The function of the Literacy Leadership Team 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 who serve on this team meet at least once a month. Ana Careaga, Language Arts Department Chairperson provides expertise in the area of on-going progress monitoring of reading data and data-based reading interventions. John Monda, SPED Department Chairperson provides expertise in the area of MTSS/RtI, which includes implanting literacy interventions across all tiers of support. Rick Fernandez, Humanities/Gifted

Department Chairperson provides expertise in making sure that all content area teachers are implementing literacy-based interventions in their corresponding subject-area.

Major initiatives of the LLT

Major initiatives of the LLT include, but aren't limited to encouraging, supporting, and developing Lesson Studies, PLC's, and PD's to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The LLT will develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will also work on planning, implementing, and evaluating a blended curriculum which includes both the goals and benchmarks in the FCAT 2.0 curriculum and the Common Core curriculum.

Every Teacher Contributes to Reading Instruction

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

The Language Arts Department Chair meets with all other Department Chairs on a weekly basis to discuss how to incorporate Reading Strategies across the curriculum. Data is analyzed to monitor improvement and to make changes as needed. Reading strategies are also discussed in weekly grade level meetings. Interdisciplinary units have been developed to address the Reading benchmarks.

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

By promoting Career Pathways and Programs of Study students will become academy program completers 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 college and post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

During the articulation process, counselors and program leaders from the high school speak to our eighth grade students to ensure they select courses that are related to a career themed academy.

Strategies for improving student readiness for the public postsecondary level

- Enroll students who are proficient in FCAT Mathematics, in Algebra I
- Incorporate a rigorous curriculum and support to enhance FCAT proficiency in Reading and Mathematics
- Provide students with information on Bright Futures and other available scholarship opportunities

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%	55%	No	69%
American Indian				
Asian	68%	70%	Yes	72%
Black/African American	52%	35%	No	57%
Hispanic	64%	52%	No	68%
White	78%	74%	No	80%
English language learners	45%	17%	No	51%
Students with disabilities	38%	27%	No	45%
Economically disadvantaged	59%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	264	25%	36%
Students scoring at or above Achievement Level 4	307	29%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		51%	56%

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)	69	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	48	27%	34%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
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On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
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Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	169	46%	51%
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Florida Alternate Assessment (FAA) Students scoring at or above Level 4			
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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	63%	53%	No	67%
American Indian				
Asian	74%	80%	Yes	77%
Black/African American	49%	34%	No	54%
Hispanic	62%	48%	No	66%
White	75%	73%	No	78%
English language learners	46%	31%	No	51%
Students with disabilities	37%	31%	No	43%
Economically disadvantaged	58%	46%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
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Students scoring at Achievement Level 3	231	27%	43%
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Students scoring at or above Achievement Level 4	149	17%	24%
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Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		78%	80%
Middle school performance on high school EOC and industry certifications		90%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	52%	54%
Students scoring at or above Achievement Level 4	41	29%	29%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	38%	38%
Students scoring at or above Achievement Level 4	30	58%	58%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	17%	22%
Students scoring at or above Achievement Level 4	31	10%	12%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	40%	40%
Students scoring at or above Achievement Level 4	27	60%	60%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		100
Participation in STEM-related experiences provided for students	5	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	196	18%	23%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	196	18%	23%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	196	18%	23%
Passing rate (%) for students who take CTE industry certification exams		93%	94%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	4	100%	100%

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	209	18%	17%
Students who fail a mathematics course	134	12%	11%
Students who fail an English Language Arts course	23	2%	1%
Students who fail two or more courses in any subject	99	9%	8%
Students who receive two or more behavior referrals	189	17%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	281	24%	23%

Area 9: Parent Involvement

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

Parental involvement targets for the school

SEE PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

School Wellness

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The Goal for the 2013-2014 school year is to achieve the Silver Meal Award from the Alliance for a Healthier Generation.
- G2.** Results of the 2013 FCAT indicate that 55% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 69%.
- G3.** Results of the 2013 FCAT indicate that 46% of the students achieved proficiency in Writing. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 51%.
- G4.** Results of the 2013 FCAT indicate that 53% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 67%.
- G5.** Data from the 2012-2013 school year indicates that 78% of the students participated in Middle School Acceleration Courses. The goal for the 2013-2014 school year is to increase that percentage to 80%.
- G6.** Results of the 2013 End-of-Course Exam indicate that 81% of the students achieved proficiency in Algebra I. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 83%.
- G7.** Results of the 2013 End-of-Course Exam indicate that 96% of the students achieved proficiency in Geometry. The goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 96%.
- G8.** Results of the 2013 FCAT indicate that 27% of the students achieved proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 34%.
- G9.** Results of the 2013 End-of-Course Exam indicate that 100% of the students achieved proficiency in Biology. The goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 100%.
- G10.** The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will maintain at 84% (5 of 6).
- G11.** 2013 School Data indicates that 211 students were enrolled in CTE . The goal for the 2013-2014 school year is to increase participation by 5%.
- G12.** Results of the 2013-2014 End-of-Course Baseline Exam indicate that 0% of the students achieved proficiency Civics. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 70%.

- G13.** In monitoring the Early Warning Systems, our school will decrease the percentage of students that miss 10% or more of available Instructional Time, failing courses, and/or receive one or more behavioral referrals.

Goals Detail

G1. The Goal for the 2013-2014 school year is to achieve the Silver Meal Award from the Alliance for a Healthier Generation.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Staff member to run the after school wellness center.
- Room supplies
- funding to participate in events such as the Ccorporate Run

Targeted Barriers to Achieving the Goal

- Evidence needs to be provided for all of the sections of the application.

Plan to Monitor Progress Toward the Goal

Team members will present their progress on the sections they are responsible for.

Person or Persons Responsible

Wellness Coordinator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign-In Sheets

G2. Results of the 2013 FCAT indicate that 55% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 69%.

Targets Supported

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

Resources Available to Support the Goal

- Copy paper
- Classroom supplies for word walls

Targeted Barriers to Achieving the Goal

- 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category I: Vocabulary.
- The area of deficiency for students scoring at FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.
- The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research
- The area of deficiency for student making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary
- The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary

Plan to Monitor Progress Toward the Goal

Monitoring of the strategies

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Data Results from Winter Assessment Data, iReady, and FOCUS Achieves

G3. Results of the 2013 FCAT indicate that 46% of the students achieved proficiency in Writing. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Paper

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly. Summative Assessment – Results of the 2014 FCAT Writing 2.0

G4. Results of the 2013 FCAT indicate that 53% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 67%.

Targets Supported

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

Resources Available to Support the Goal

- Computers
- Manipulatives

Targeted Barriers to Achieving the Goal

- 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category 3: Geometry and Measurement.
- The area of deficiency for students scoring at FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.
- The area of deficiency for students scoring at FCAT Levels 4 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.
- The area of deficiency for student making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Monitoring of the strategies

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessment data results

G5. Data from the 2012-2013 school year indicates that 78% of the students participated in Middle School Acceleration Courses. The goal for the 2013-2014 school year is to increase that percentage to 80%.

Targets Supported

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.
- The area of deficiency for students scoring at FCAT Levels 3 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Monitor all strategies

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Interim assessment Data; Thinkgate Reports.

G6. Results of the 2013 End-of-Course Exam indicate that 81% of the students achieved proficiency in Algebra I. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 83%.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency for student scoring at achievement levels 3, 4 and 5 as noted on the 2013 Algebra I EOC was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students need increase opportunities using technology tools for varying assumptions.

Plan to Monitor Progress Toward the Goal

-Review formative bi--weekly assessment data reports to ensure progress is being made and adjust instruction as needed. -Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom. -Conduct grade level meetings to obtain teacher feedback on effectiveness of hands-on activities use.

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: Interim Assessment Data, Edusoft Data, topic tests Summative: 2014 Algebra I EOC.

G7. Results of the 2013 End-of-Course Exam indicate that 96% of the students achieved proficiency in Geometry. The goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 96%.

Targets Supported

- Math ()
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency for student scoring at achievement level 3 as noted on the 2013 Geometry EOC was Reporting Category 3: Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Review formative bi--weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: Interim Assessment Data, Edusoft Data Summative: 2014 Geometry EOC.

G8. Results of the 2013 FCAT indicate that 27% of the students achieved proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 34%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Manipulatives
- Lab Kits
- Paper

Targeted Barriers to Achieving the Goal

- The area of deficiency for student scoring at achievement levels 3, and levels 4 and 5 as noted on the 2013 Science FCAT 2.0 was Reporting Category 3: Physical Science.

Plan to Monitor Progress Toward the Goal

The LLT and teachers will monitor the results of mini assessments and interim data to drive the instruction and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: Interim Assessment Data Summative: 2014 FCAT

G9. Results of the 2013 End-of-Course Exam indicate that 100% of the students achieved proficiency in Biology. The goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 100%.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The results of the 2013 Biology EOC indicate that 100% of students achieved Level 3 or above Proficiency. However, most difficulty was evident in Reporting Category I: Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Review formative bi--weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: Interim Assessment Data Summative: 2014 Biology EOC

G10. The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will maintain at 84% (5 of 6).

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT indicate that 27% of the students achieved proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 34%.

Plan to Monitor Progress Toward the Goal

Administrators will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

LLT and STEM teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative District Interim Assessment data.

G11. 2013 School Data indicates that 211 students were enrolled in CTE . The goal for the 2013-2014 school year is to increase participation by 5%.

Targets Supported

- CTE

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- CTE Teachers need increased opportunities for professional development in the area of Common Core State Standards: Reading Standards for Literacy and Technical Subjects 6-12.

Plan to Monitor Progress Toward the Goal

The LLT and teachers will monitor the results of mini assessments and interim data to drive the instruction and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: Interim Assessment Data Summative: 2014 FCAT

G12. Results of the 2013-2014 End-of-Course Baseline Exam indicate that 0% of the students achieved proficiency Civics. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 70%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Copy Paper

Targeted Barriers to Achieving the Goal

- The area of deficiency for all students as noted on the 2013 Civics EOC Baseline Assessment was Reporting Category 2: Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: Baseline and Interim Assessment Data Summative: 2014 Civics EOC

G13. In monitoring the Early Warning Systems, our school will decrease the percentage of students that miss 10% or more of available Instructional Time, failing courses, and/or receive one or more behavioral referrals.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Paper to print Attendance Certificates

Targeted Barriers to Achieving the Goal

- 2013 school data indicates that 18% of students missed 10% or more of available Instructional Time.
- 2013 school data indicates that 9% of students failed 2 or more courses in any subject.
- 2013 school data indicates that 24% of students received 1 or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Monitor data

Person or Persons Responsible

LLT

Target Dates or Schedule:

ongoing

Evidence of Completion:

2013-2014 Early Warning Systems data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The Goal for the 2013-2014 school year is to achieve the Silver Meal Award from the Alliance for a Healthier Generation.

G1.B1 Evidence needs to be provided for all of the sections of the application.

G1.B1.S1 Divide the sections to complete among the wellness committee members.

Action Step 1

Meet on a monthly basis to monitor progress of the application and update on current and/or future events.

Person or Persons Responsible

Wellness Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets and meeting minutes.

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

All members will attend the monthly meetings and provide feedback pertaining to the sections they are responsible for.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly as meetings occur

Evidence of Completion

Meeting minutes and sign-in sheets.

Plan to Monitor Effectiveness of G1.B1.S1

A schedule exists that determines where the members should be in the process of applying for the Silver Medal.

Person or Persons Responsible

Leadership Team.

Target Dates or Schedule

On-going

Evidence of Completion

The application.

G2. Results of the 2013 FCAT indicate that 55% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 69%.

G2.B1 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category I: Vocabulary.

G2.B1.S1 Students will be provided increased opportunities in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Assessment Data Reports

Facilitator:

Language Arts Department Chairperson

Participants:

All Staff

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during walk throughs

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series of Inside by National Geographic Quizzes/Tests. Summative Assessments - Results of the 2014 FCAT 2.0.

G2.B2 The area of deficiency for students scoring at FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.

G2.B2.S1 Students will be provided increased opportunities for making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on going

Evidence of Completion

Lesson Plans and assessment data reports

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during walk throughs

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series of Inside by National Geographic Quizzes/Tests. Summative Assessments - Results of the 2014 FCAT 2.0.

G2.B3 The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research

G2.B3.S1 Students will be provided increased opportunities for making evaluations and critical analysis of information text.

Action Step 1

Students will analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and assessment data reports

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during walk throughs

Plan to Monitor Effectiveness of G2.B3.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series of Inside by National Geographic Quizzes/Tests. Summative Assessments - Results of the 2014 FCAT 2.0.

G2.B4 The area of deficiency for student making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary

G2.B4.S1 Students will be provided increased opportunities to practice summarizing and justifying text.

Action Step 1

Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and assessment data reports

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during walk throughs

Plan to Monitor Effectiveness of G2.B4.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Winter Interim Assessment Data from Thinkgate Summative Assessments - Results of the 2014 FCAT 2.0.

G2.B5 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary

G2.B5.S1 Students will be provided increased opportunities to practice summarizing and justifying text.

Action Step 1

Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and assessment data reports

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Monitor lesson plans and assessment data reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during walk throughs

Plan to Monitor Effectiveness of G2.B5.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series of Inside by National Geographic Quizzes/Tests. Summative Assessments - Results of the 2014 FCAT 2.0.

G2.B6 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary

G2.B6.S1 Students will be provided increased opportunities to listen and speak academic English outside the classroom.

Action Step 1

Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities. Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will Focus on Key Vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a mean to increase vocabulary development. Word Walls, Graphic Organizers and Word Banks will be used in all the classrooms. Reading Response Journal will be kept by every Reading/Language Arts teacher. Dialogue Journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plan and observation

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Monitor lesson plans and assessment data reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during walk throughs

Plan to Monitor Effectiveness of G2.B6.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Achieve 3000 and Teen Biz data. Summative Assessments - Results of the 2014 CELLA Test.

G3. Results of the 2013 FCAT indicate that 46% of the students achieved proficiency in Writing. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 51%.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application.

G3.B1.S1 Students will be provided increased opportunities to provide detailed evidence, examples, and reasoning to support effective arguments.

Action Step 1

Formulate a writing plan which includes developing a Portfolio centered on prewriting, drafting, revising, editing, and publishing. Write responses to questions as an alternative to selecting correct responses on a multiple-choice test. Model effective writing; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes. Read passages and create summary questions

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

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

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observation during walkthroughs

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Literacy Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly. Summative Assessment – Results of the 2014 FCAT Writing 2.0

G4. Results of the 2013 FCAT indicate that 53% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 67%.

G4.B1 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category 3: Geometry and Measurement.

G4.B1.S1 Students will be provided increased opportunities to use manipulatives in performance-based activities.

Action Step 1

Students will be provided with problem solving strategies to solve real world application based problems using the Step-It-Up Problem Solving Protocol. Teachers will develop a school-wide plan to provide teachers with an array of hands-on activities that will reinforce what is being taught in the classroom including solving real-world and mathematical problems involving area, surface area, and volume. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Teachers will administer the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Also included in the lab schedule, administer the iReady Diagnostic. Upon receiving the results, use the program for 40 minutes during the regular Mathematics class. A 30 minute home learning assignment will also be given.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Facilitator:

LLT

Participants:

All Staff

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G4.B1.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments - Interim Assessment, Thinkgate, Focus achieves, Topic Tests, and iReady data. Summative Assessments - Results of the 2014 FCAT 2.0.

G4.B2 The area of deficiency for students scoring at FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G4.B2.S1 Students will be provided increased opportunities to use manipulatives in performance-based activities.

Action Step 1

Maximize the use of Gizmo and Discovery Learning in order to increase the dynamics of instruction and to increase students' participation in interactive simulations of mathematics ideas. Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves!

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Lab Schedule

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G4.B2.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments - Interim Assessment, Edusoft, Destination Math, and Topic Tests data.
Summative Assessments - Results of the 2014 FCAT 2.0.

G4.B3 The area of deficiency for students scoring at FCAT Levels 4 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G4.B3.S1 Students will be provided increased opportunities to use manipulatives in performance-based activities.

Action Step 1

Maximize the use of Gizmo and Discovery Learning in order to increase the dynamics of instruction and to increase students' participation in interactive simulations of mathematics ideas. Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves!

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Lab Schedule

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G4.B3.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Interim Assessment, Edusoft, Destination Math, and Topic Tests data.
Summative Assessments - Results of the 2014 FCAT 2.0.

G4.B4 The area of deficiency for student making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G4.B4.S1 Students will be provided increased opportunities to use computer programs to supplement classroom instruction.

Action Step 1

Develop a computer lab schedule to increase the utilization of computer lab time. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Lab Schedule

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G4.B4.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments - Interim Assessment, Edusoft, Destination Math, and Topic Tests data.
Summative Assessments - Results of the 2014 FCAT 2.0.

G4.B5 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G4.B5.S1 Students will be provided increased opportunities to use computer programs to supplement classroom instruction.

Action Step 1

Develop a computer lab schedule to increase the utilization of computer lab time. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives. Also included in the lab schedule, administer the iReady Diagnostic. Upon receiving the results, use the program for 40 minutes during the regular Mathematics class. A 30 minute home learning assignment will also be given.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Lab Schedule

Facilitator:

Ms. Klein

Participants:

Mathematics Department

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs; iReady usage reports.

Plan to Monitor Effectiveness of G4.B5.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments - Interim Assessment, Thinkgate, Focus Achieves, Topic Tests, and iReady data. Summative Assessments - Results of the 2014 FCAT 2.0.

G5. Data from the 2012-2013 school year indicates that 78% of the students participated in Middle School Acceleration Courses. The goal for the 2013-2014 school year is to increase that percentage to 80%.

G5.B1 The area of deficiency for students scoring at FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G5.B1.S1 Students will be provided increased opportunities to use manipulatives in performance-based activities.

Action Step 1

Maximize the use of Gizmo and Discovery Learning in order to increase the dynamics of instruction and to increase students' participation in interactive simulations of mathematics ideas. Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Enroll all students in grade 8 that achieved proficiency in Algebra I.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Lab Schedule

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G5.B1.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments - Interim Assessment, Edusoft, Destination Math, and Topic Tests data.
Summative Assessments - Results of the 2014 FCAT 2.0.

G5.B2 The area of deficiency for students scoring at FCAT Levels 3 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G5.B2.S1 Students will be provided increased opportunities to use manipulatives in performance-based activities.

Action Step 1

Maximize the use of Gizmo and Discovery Learning in order to increase the dynamics of instruction and to increase students' participation in interactive simulations of mathematics ideas. Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Enroll all students in grade 8 that achieved proficiency in Algebra I.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Lab Schedule

Action Step 2

Maximize the use of Gizmo and Discovery Learning in order to increase the dynamics of instruction and to increase students' participation in interactive simulations of mathematics ideas. Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Enroll all students in grade 8 that achieved proficiency in Algebra I.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Lab Schedule

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

Monitor lesson plans and assessment data reports

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G5.B2.S1

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Ensure teachers are utilizing hands-on activities to reinforce what was taught in the classroom.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments - Interim Assessment, Edusoft, Destination Math, and Topic Tests data.
Summative Assessments - Results of the 2014 FCAT 2.0.

G6. Results of the 2013 End-of-Course Exam indicate that 81% of the students achieved proficiency in Algebra I. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 83%.

G6.B1 The area of deficiency for student scoring at achievement levels 3, 4 and 5 as noted on the 2013 Algebra I EOC was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students need increase opportunities using technology tools for varying assumptions.

G6.B1.S1 Students will be provided increased lab time to use technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. Students will be provided increased opportunities to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Action Step 1

Students will be provided increased lab time to use technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans and lab schedule.

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

The LLT along with administrators will monitor the implementation of identified strategies. The use of the test generator using Edusoft will provide benchmark items that will enable teachers to evaluate student performance, and prescribe individual or group interventions as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

results of assessment data

Plan to Monitor Effectiveness of G6.B1.S1

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative: Interim Assessment Data, Edusoft Data, topic tests Summative: 2014 Algebra I EOC.

G7. Results of the 2013 End-of-Course Exam indicate that 96% of the students achieved proficiency in Geometry. The goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 96%.

G7.B1 The area of deficiency for student scoring at achievement level 3 as noted on the 2013 Geometry EOC was Reporting Category 3: Trigonometry and Discrete Mathematics.

G7.B1.S1 Student need increased opportunities to use technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Provide opportunities for students to practice the content, using technology to: • Find the length, midpoint, and one of the endpoints of a segment. • Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans and lab schedule

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

The LLT along with administrators will monitor the implementation of identified strategies. The use of the test generator using Edusoft will provide benchmark items that will enable teachers to evaluate student performance, and prescribe individual or group interventions as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Results of assessment data

Plan to Monitor Effectiveness of G7.B1.S1

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative: Interim Assessment Data, Edusoft Data Summative: 2014 Geometry EOC.

G8. Results of the 2013 FCAT indicate that 27% of the students achieved proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 34%.

G8.B1 The area of deficiency for student scoring at achievement levels 3, and levels 4 and 5 as noted on the 2013 Science FCAT 2.0 was Reporting Category 3: Physical Science.

G8.B1.S1 Provide students increased opportunities for hands-on, real-world applications with projects, labs, activities/labs addressing benchmarks and scientific writing, using results from mini-assessments to student driven instruction.

Action Step 1

Provide students opportunities for hands-on, real-world applications with projects, labs, activities/labs addressing benchmarks and scientific writing, using results from mini-assessments to student driven instruction. Incorporate computer based & interactive science activities such as Gizmos/ Discovery Learning. Teachers will become proficient in NGSS & CCSS, promote inquiry based, hands-on activities and labs addressing benchmarks and scientific writing, use mini-assessments and use results to drive instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lab schedule and lesson plans

Facilitator:

Science Department Chairperson

Participants:

Science Department

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

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Evidence of lab activities and science competitions by science teachers

Plan to Monitor Effectiveness of G8.B1.S1

The LLT and teachers will monitor the results of mini assessments and interim data to drive the instruction and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Interim Assessment Data Summative: 2014 FCAT

G9. Results of the 2013 End-of-Course Exam indicate that 100% of the students achieved proficiency in Biology. The goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 100%.

G9.B1 The results of the 2013 Biology EOC indicate that 100% of students achieved Level 3 or above Proficiency. However, most difficulty was evident in Reporting Category I: Molecular and Cellular Biology.

G9.B1.S1 Students need additional lab time and more exposure to rigorous course content. Students will be provided with inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Provide students with inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. Students will be provided the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions. Students will be provided the opportunity to participate in scientific enrichment activities, after-school tutorials, and science clubs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

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

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

observation during walkthroughs

Plan to Monitor Effectiveness of G9.B1.S1

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Results of assessment data

G10. The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will maintain at 84% (5 of 6).

G10.B1 Results of the 2013 FCAT indicate that 27% of the students achieved proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 34%.

G10.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.) In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

The completed plan of action

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

Administrators will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

LLT and STEM Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Rosters and participation logs

Plan to Monitor Effectiveness of G10.B1.S1

Administrators will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

LLT and STEM Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Actual participation in STEM activities

G11. 2013 School Data indicates that 211 students were enrolled in CTE . The goal for the 2013-2014 school year is to increase participation by 5%.

G11.B1 CTE Teachers need increased opportunities for professional development in the area of Common Core State Standards: Reading Standards for Literacy and Technical Subjects 6-12.

G11.B1.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects

Action Step 1

Develop cross-curricular CCSS lessons between Science and CTE for Range of Reading and level of Text Complexity.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans

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

Teachers will use Cross Curricular Unit plans with a focus and Reading.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Observations and lesson plans.

Plan to Monitor Effectiveness of G11.B1.S1

The LLT and teachers will monitor the results of mini assessments and interim data to drive the instruction and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Interim Assessment Data Summative: 2014 FCAT

G12. Results of the 2013-2014 End-of-Course Baseline Exam indicate that 0% of the students achieved proficiency Civics. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 70%.

G12.B1 The area of deficiency for all students as noted on the 2013 Civics EOC Baseline Assessment was Reporting Category 2: Organization and Function of Government.

G12.B1.S1 Students need increased opportunities to practice transferring reading and writing skills to the content area.

Action Step 1

Teachers will develop student understanding of the content-specific civics vocabulary; provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues. Students will be given opportunities to write to inform and to persuade as well as utilize print and non-print resources to research specific issues related to government/civics;.Students will provide alternate solutions to the problems researched and produce project-based activities and participate in peer reviews using class developed rubrics.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Facilitator:

LLT

Participants:

All Staff

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

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

observation during walkthroughs

Plan to Monitor Effectiveness of G12.B1.S1

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Results of assessment data

G13. In monitoring the Early Warning Systems, our school will decrease the percentage of students that miss 10% or more of available Instructional Time, failing courses, and/or receive one or more behavioral referrals.

G13.B1 2013 school data indicates that 18% of students missed 10% or more of available Instructional Time.

G13.B1.S1 Students need increased opportunities to be recognized for positive behavior. behavior change.

Action Step 1

Students who are deemed as developing a pattern of no-attendance will be referred to the MTSS/RtI team for monitoring.

Person or Persons Responsible

Teachers and staff

Target Dates or Schedule

ongoing

Evidence of Completion

Daily attendance bulletin

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

The LLT along with administrators will monitor the implementation of identified strategies. Teacher and staff will monitor the daily attendance bulletin and make corrections as necessary. Phone calls will be made to parents on the students third absence. Daily attendance phone calls will be made by the connect-ed system indicating an absence. Student will be recognized for attendance improvement and /or perfect attendance.

Person or Persons Responsible

Teacher and staff

Target Dates or Schedule

ongoing

Evidence of Completion

Phone logs, connect-ed logs, and attendance data.

Plan to Monitor Effectiveness of G13.B1.S1

Monitor identified strategies

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance data.

G13.B2 2013 school data indicates that 9% of students failed 2 or more courses in any subject.

G13.B2.S1 Students will be provided increase opportunities for intervention in their areas of need.

Action Step 1

Tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored. the FCIM will be utilized to monitor students progress. Students will be enrolled in recovery courses throughout the school year. Those students that were not proficient in Reading will be enrolled in an Intensive course.

Person or Persons Responsible

Teachers and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Student schedules; credit reports; FCAT data

Action Step 2

Tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored. the FCIM will be utilized to monitor students progress. Students will be enrolled in recovery courses throughout the school year. Those students that were not proficient in Reading will be enrolled in an Intensive course.

Person or Persons Responsible

Teachers and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Student schedules; credit reports; FCAT data

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Monitor implementation of identified strategies

Person or Persons Responsible

LLT, counselors

Target Dates or Schedule

ongoing

Evidence of Completion

FLVS enrollment; tutoring logs

Plan to Monitor Effectiveness of G13.B2.S1

Monitor data reports and adjust schedules and instruction as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment data reports; FLVS enrollment

G13.B3 2013 school data indicates that 24% of students received 1 or more behavior referrals.

G13.B3.S1 Students need increased opportunities to be recognized for positive behavior and behavior change.

Action Step 1

Monitor students who receive one or more behavioral referrals and provide them with counseling and encouraging parent involvement in the process. Assign points for positive behavior and allow student to gain points lost by displaying positive behavior. Students showing outstanding citizenship will be rewarded via student of the month or SPOT success. Students with positive behavior pointed will be allowed to participate in extra or co-curricular school activities. Alternative to suspension strategies such as counseling, detentions, and parent/teacher conferences will

Person or Persons Responsible

Teachers and staff

Target Dates or Schedule

ongoing

Evidence of Completion

Positive Behavior points log; SPOT Success Data; Conference logs

Facilitator:

LLT

Participants:

All Staff

Plan to Monitor Fidelity of Implementation of G13.B3.S1

The LLT and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Referral reports

Plan to Monitor Effectiveness of G13.B3.S1

Review data reports to ensure progress is being made and adjust strategies as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

daily

Evidence of Completion

Results of referral and suspension data

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. School leaders, 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 CHERS (as appropriate); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students 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

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

Title II

The District uses supplemental funds for improving basic education as follows:

- 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The 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, 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

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

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

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

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

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Results of the 2013 FCAT indicate that 55% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 69%.

G2.B1 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category I: Vocabulary.

G2.B1.S1 Students will be provided increased opportunities in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

PD Opportunity 1

Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Facilitator

Language Arts Department Chairperson

Participants

All Staff

Target Dates or Schedule

Daily

Evidence of Completion

Assessment Data Reports

G4. Results of the 2013 FCAT indicate that 53% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 67%.

G4.B1 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category 3: Geometry and Measurement.

G4.B1.S1 Students will be provided increased opportunities to use manipulatives in performance-based activities.

PD Opportunity 1

Students will be provided with problem solving strategies to solve real world application based problems using the Step-It-Up Problem Solving Protocol. Teachers will develop a school-wide plan to provide teachers with an array of hands-on activities that will reinforce what is being taught in the classroom including solving real-world and mathematical problems involving area, surface area, and volume. Infuse the Step-It- Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Teachers will administer the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Also included in the lab schedule, administer the iReady Diagnostic. Upon receiving the results, use the program for 40 minutes during the regular Mathematics class. A 30 minute home learning assignment will also be given.

Facilitator

LLT

Participants

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

G4.B5 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Geometry and Measurement.

G4.B5.S1 Students will be provided increased opportunities to use computer programs to supplement classroom instruction.

PD Opportunity 1

Develop a computer lab schedule to increase the utilization of computer lab time. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives. Also included in the lab schedule, administer the iReady Diagnostic. Upon receiving the results, use the program for 40 minutes during the regular Mathematics class. A 30 minute home learning assignment will also be given.

Facilitator

Ms. Klein

Participants

Mathematics Department

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Lab Schedule

G8. Results of the 2013 FCAT indicate that 27% of the students achieved proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 34%.

G8.B1 The area of deficiency for student scoring at achievement levels 3, and levels 4 and 5 as noted on the 2013 Science FCAT 2.0 was Reporting Category 3: Physical Science.

G8.B1.S1 Provide students increased opportunities for hands-on, real-world applications with projects, labs, activities/labs addressing benchmarks and scientific writing, using results from mini-assessments to student driven instruction.

PD Opportunity 1

Provide students opportunities for hands-on, real-world applications with projects, labs, activities/labs addressing benchmarks and scientific writing, using results from mini-assessments to student driven instruction. Incorporate computer based & interactive science activities such as Gizmos/ Discovery Learning. Teachers will become proficient in NGSS & CCSS, promote inquiry based, hands-on activities and labs addressing benchmarks and scientific writing, use mini-assessments and use results to drive instruction.

Facilitator

Science Department Chairperson

Participants

Science Department

Target Dates or Schedule

ongoing

Evidence of Completion

Lab schedule and lesson plans

G12. Results of the 2013-2014 End-of-Course Baseline Exam indicate that 0% of the students achieved proficiency Civics. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 70%.

G12.B1 The area of deficiency for all students as noted on the 2013 Civics EOC Baseline Assessment was Reporting Category 2: Organization and Function of Government.

G12.B1.S1 Students need increased opportunities to practice transferring reading and writing skills to the content area.

PD Opportunity 1

Teachers will develop student understanding of the content-specific civics vocabulary; provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues. Students will be given opportunities to write to inform and to persuade as well as utilize print and non-print resources to research specific issues related to government/civics;.Students will provide alternate solutions to the problems researched and produce project-based activities and participate in peer reviews using class developed rubrics.

Facilitator

LLT

Participants

All Staff

Target Dates or Schedule

ongoing

Evidence of Completion

G13. In monitoring the Early Warning Systems, our school will decrease the percentage of students that miss 10% or more of available Instructional Time, failing courses, and/or receive one or more behavioral referrals.

G13.B3 2013 school data indicates that 24% of students received 1 or more behavior referrals.

G13.B3.S1 Students need increased opportunities to be recognized for positive behavior and behavior change.

PD Opportunity 1

Monitor students who receive one or more behavioral referrals and provide them with counseling and encouraging parent involvement in the process. Assign points for positive behavior and allow student to gain points lost by displaying positive behavior. Students showing outstanding citizenship will be rewarded via student of the month or SPOT success. Students with positive behavior pointed will be allowed to participate in extra or co-curricular school activities. Alternative to suspension strategies such as counseling, detentions, and parent/teacher conferences will

Facilitator

LLT

Participants

All Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Positive Behavior points log; SPOT Success Data; Conference logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G2. Results of the 2013 FCAT indicate that 55% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 69%.

G2.B1 2013 FCAT performance data indicates that students in the Black, Hispanic, White, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (Ed) subgroups are deficient in Reporting Category I: Vocabulary.

G2.B1.S1 Students will be provided increased opportunities in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Results of the 2013 FCAT indicate that 53% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year is to increase the the percentage of students achieving proficiency to 67%.

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Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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G8.B1.S1 Provide students increased opportunities for hands-on, real-world applications with projects, labs, activities/labs addressing benchmarks and scientific writing, using results from mini-assessments to student driven instruction.

Action Step 1

Provide students opportunities for hands-on, real-world applications with projects, labs, activities/labs addressing benchmarks and scientific writing, using results from mini-assessments to student driven instruction. Incorporate computer based & interactive science activities such as Gizmos/ Discovery Learning. Teachers will become proficient in NGSS & CCSS, promote inquiry based, hands-on activities and labs addressing benchmarks and scientific writing, use mini-assessments and use results to drive instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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G12.B1 The area of deficiency for all students as noted on the 2013 Civics EOC Baseline Assessment was Reporting Category 2: Organization and Function of Government.

G12.B1.S1 Students need increased opportunities to practice transferring reading and writing skills to the content area.

Action Step 1

Teachers will develop student understanding of the content-specific civics vocabulary; provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues. Students will be given opportunities to write to inform and to persuade as well as utilize print and non-print resources to research specific issues related to government/civics;.Students will provide alternate solutions to the problems researched and produce project-based activities and participate in peer reviews using class developed rubrics.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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Action Step 1

Monitor students who receive one or more behavioral referrals and provide them with counseling and encouraging parent involvement in the process. Assign points for positive behavior and allow student to gain points lost by displaying positive behavior. Students showing outstanding citizenship will be rewarded via student of the month or SPOT success. Students with positive behavior pointed will be allowed to participate in extra or co-curricular school activities. Alternative to suspension strategies such as counseling, detentions, and parent/teacher conferences will

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed