

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Marcus A. Milam K 8 Center  
 6020 W 16TH AVE  
 Hialeah, FL 33012  
 305-822-0301  
<http://milam.dadeschools.net/>

### School Demographics

<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 90%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

### School Grades History

<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B	<b>2009-10</b> A
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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.flisiponline.com>. 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**

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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**

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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**

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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**

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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**

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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**

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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

Marcus A. Milam K 8 Center

##### Principal

Anna Hernandez M

##### School Advisory Council chair

Seiko Herrera

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

Name	Title
AnnaHernandez	Principal
Robert Canal	Math Teacher
Idania Avila	Counselor
Chastity Fernandez	SWD Teacher
Seiko Herrera	EESAC Chair
Michelle Judge	Assistant Principal
Erika Rolle	Assistant Principal
Amy Carmel	Media Specialist

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal (1) ; UTD Steward (1); Teachers (5); Parents (7) ; Support Employee (1) ; Student (1) ; Business/Community Representative (1)

#### Involvement of the SAC in the development of the SIP

Members of the school improvement plan are also members of the SAC. The SAC reviews the school improvement plan as well as monitors it's implementation and effectiveness throughout the school year.

#### Activities of the SAC for the upcoming school year

Review and monitor the school improvement plan and it's effectiveness; review the school budget; allocate SAC funds.

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

\$1500 to be transferred to principal account for student incentives; \$2000 for student awards; \$2000 for printing supplies such as ink for student and teacher communications

**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:**

**Anna Hernandez M**

Principal

Years as Administrator: 13

Years at Current School: 5

**Credentials**

Professional Educator’s Certificate in the areas of English (6-12), guidance and Counseling (PK-12), and Educational Leadership (all levels). She graduated summa cum laude from the University of Miami with a Bachelor of Arts in English. She earned her Master of Science degree in guidance and counseling from St. Thomas University and completed her post graduate work in administration at Nova Southeastern.

**Performance Record**

2013 2012  
 School Grade B A  
 Rdg. Proficiency, 54% 57%  
 Math Proficiency, 52% 51 %  
 Rdg. Lrg. Gains, 73 points 75 points  
 Math Lrg. Gains, 69 points 74 points  
 Rdg. Imp. of Lowest 25% - 78 points 86 points  
 Math Imp. of Lowest 25% - 77 points 77 points  
 Rdg. AMO – 59 55  
 Math AMO– 54 50  
 '11 '10 '09  
 School Grade B A A  
 AYP N N N  
 High Standards Rdg. 66 69 65  
 High Standards Math 59 64 64  
 Lrng Gains-Rdg. 66 71 72  
 Lrng Gains-Math 64 65 70  
 Gains-Rdg-25% 67 71 76  
 Gains-Math-25% 69 69 73

<b>Erika Rolle</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 7</b>	<b>Years at Current School: 7</b>
<b>Credentials</b>	Bachelor's degree in psychology; master's in elementary education, and a doctorate in organizational leadership with a certification in educational leadership.	
<b>Performance Record</b>	2013 2012 School Grade B A Rdg. Proficiency, 54% 57% Math Proficiency, 52% 51 % Rdg. Lrg. Gains, 73 points 75 points Math Lrg. Gains, 69 points 74 points Rdg. Imp. of Lowest 25% - 78 points 86 points Math Imp. of Lowest 25% - 77 points 77 points Rdg. AMO – 59 55 Math AMO– 54 50 '11 '10 '09 School Grade B A A AYP N N N High Standards Rdg. 66 69 65 High Standards Math 59 64 64 Lrng Gains-Rdg. 66 71 72 Lrng Gains-Math 64 65 70 Gains-Rdg-25% 67 71 76 Gains-Math-25% 69 69 73	



**Michelle Judge**

Asst Principal

Years as Administrator: 10

Years at Current School: 10

**Credentials**

Bachelor's degree in English Literature, master's degree in Teaching English to Students of Other Languages (TESOL), and a specialist degree in Educational Leadership. Her areas of certification include English 6-12 and Educational Leadership.

**Performance Record**

2013 2012  
 School Grade B A  
 Rdg. Proficiency, 54% 57%  
 Math Proficiency, 52% 51 %  
 Rdg. Lrg. Gains, 73 points 75 points  
 Math Lrg. Gains, 69 points 74 points  
 Rdg. Imp. of Lowest 25% - 78 points 86 points  
 Math Imp. of Lowest 25% - 77 points 77 points  
 Rdg. AMO – 59 55  
 Math AMO– 54 50  
 '11 '10 '09  
 School Grade B A A  
 AYP N N N  
 High Standards Rdg. 66 69 65  
 High Standards Math 59 64 64  
 Lrng Gains-Rdg. 66 71 72  
 Lrng Gains-Math 64 65 70  
 Gains-Rdg-25% 67 71 76  
 Gains-Math-25% 69 69 73

**Classroom Teachers**

**# of classroom teachers**

75

**# receiving effective rating or higher**

75, 100%

**# Highly Qualified Teachers**

76%

**# certified in-field**

75, 100%

**# ESOL endorsed**

49, 65%

**# reading endorsed**

10, 13%

**# with advanced degrees**

33, 44%

**# National Board Certified**

3, 4%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

2, 3%

**# with 6-14 years of experience**

33, 44%

**# with 15 or more years of experience**

40, 53%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Teacher Recruitment and Retention Strategies**

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

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

1. Partnering with local universities as an internship site
2. Team building via regular meetings with Principal
3. Soliciting referrals from current employees
4. Partnering new teachers with veteran teachers

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

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

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

The MTSS Leadership Team at M. A. Milam use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Hold regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Monitor academic and behavior data evaluating progress by addressing the following: Interim assessments to determine that the students have learned the curriculum.
4. Weaknesses will be addressed by responding to intervention problem solving process and monitoring progress of interventions.
5. Students who have demonstrated mastery will participate in enrichment opportunities; students progressing satisfactorily will be acknowledged and the bar raised, and behavioral correction/ modification will be rewarded.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by

group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

M. A. Milam's school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement

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

The Leadership Team at M. A. Milam is vital, therefore, in building our team we have considered the following:

- Administrators: Principal (Ms. Anna Hernandez), who will ensure commitment and allocate resources; schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow-up of action steps: • Assistant Principal (Ms. Michelle Judge) for grades six through eight, who will work with the middle school staff ,and Assistant Principal (Dr. Erika Rolle) for grades Kindergarten through five, who will work with the elementary school staff in building a positive environment for student achievement, and safety;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Mathematics Lead Teacher (Mr. Robert Canal) and ScienceTeacher (Ms. Nydia Rivera), who share the common goal of improving instruction for all students
- Exceptional Student Education (SWD) teacher Chastity Fernandez:
- Counselors Idania Avila and Dr. Gloria Lopez;
- EESAC Chair Seiko Herrera

Media Specialist – Amy Carmel

In addition to Tier 1 problem solving, the Leadership Team members will meet bi-monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Michelle Judge, Erika Rolle, Robert Canal, Nydia Rivera, and Chastity Fernandez of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject,

grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Anna Hernandez, Idania Avila, Dr. Gloria Lopez, and Seiko Herrera, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aligns and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

At M. A. Milam:

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students;
- Adjust the delivery of behavior management system;
- Adjust the allocation of school-based resources;
- Drive decisions regarding targeted professional development and;
- Create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

Academic

- FAIR assessment
- Baseline assessment
- Interim assessments
- FCAT
- Student grades
- School site specific assessments (e.g. Benchmark assessments in mathematics)

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

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

M. A. Milam will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures . A description of MTSS and MTSS parent resources will be available on the school’s web site.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program  
**Minutes added to school year:** 1,680

Provide both after school and Saturday school instruction in the core academic subjects as well as implementation of enrichment activities such as SECME club, National Junior Honor Society tutoring services, drama, chess and such. Scheduled Focus Wednesdays to allow for teachers to share best practices and plan as well as allowing teachers to engage in professional development.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected quarterly via the District Interim Assessment. This data is reviewed and distributed to allow for teachers as well as the Leadership Team to assess the effectiveness of the strategies in place and revise as needed.

**Who is responsible for monitoring implementation of this strategy?**

MTSS/RtI team will monitor and review the data collected to assess progress.

**Literacy Leadership Team (LLT)**

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

Name	Title
Anna Hernandez	Principal
Erika Rolle	Assistant Principal
Dana Thomas	UTD Steward/teacher
Seiko Herrera	EESAC Chairperson
Amy Carmel	Media Specialist
Chastity Fernandez	SWD Chairperson

**How the school-based LLT functions**

At M. A. Milam the LLT will meet at the beginning of the year, after each interim assessment and at the end of the year. It will be the team's focus to create capacity of reading knowledge within the school building and to focus on areas of literacy concern across the school. Data review, disaggregation after each interim, and strategies for improvement will be a primary focus for the team.

### **Major initiatives of the LLT**

The team, led by the principal, will establish monthly school-wide reading goals. The students at M. A. Milam will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Additionally, the principal will suggest that teachers include reading as one of the SMART goals on the IPEGS Goal Setting Form. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal.

## **Every Teacher Contributes to Reading Instruction**

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

Milam has instituted reading across the curriculum where every teacher must include reading as part of their instruction. Multidisciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Administration will ensure that reading is incorporated through a review of lesson plans.

## **Preschool Transition**

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

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

At M. A. Milam K-8 Center all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs. FLKRS will be administered at the beginning of the school year. Additionally, FAIR will be administered at the beginning as well as mid-year and end-of-year in order to determine student learning gains and to determine the need for changes to the instructional/ intervention programs. Parents are encouraged to attend the kindergarten orientation the Saturday prior to the opening of school and to Open House on August 29th. Parents will be encouraged to participate in kindergarten activities such as "My First 100 days".

Initial screening data will be used to group students according to needs/abilities and ELL levels and to identify those who may need intervention beyond core instruction. Additionally, social skills instruction will occur throughout the day through the use of common language, re-teaching, and positive reinforcement of positive social behavior.

## **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**

M. A. Milam, 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 plan for how to acquire the skills necessary to take advantage of those opportunities. Students will research careers and what of study apply to reaching that goal.

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

At M. A. Milam students will gain an understanding of business and industry workforce requirements by learning about various occupations through "Career Day" events and curriculum. Additionally, eighth-grade students attend a "Magnet Fair" which highlights the various programs and specialized areas of study available at the various secondary magnet schools.

**Strategies for improving student readiness for the public postsecondary level**

Milam offers a Research course for the advanced student and high school algebra.

## 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	59%	54%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%	54%	No	63%
White	44%	0%	No	50%
English language learners	50%	36%	No	55%
Students with disabilities	51%	40%	No	56%
Economically disadvantaged	58%	52%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	27%	36%
Students scoring at or above Achievement Level 4	175	23%	27%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	40%	41%
Students scoring at or above Level 7	17	40%	40%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		78%	80%



**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)	221	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	123	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	138	30%	37%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	137	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	83%	85%

**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	54%	52%	No	59%
American Indian				
Asian				
Black/African American				
Hispanic	54%	52%	No	59%
White	38%	0%	No	44%
English language learners	48%	40%	No	54%
Students with disabilities	51%	46%	No	56%
Economically disadvantaged	53%	51%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	205	28%	36%
Students scoring at or above Achievement Level 4	138	19%	23%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	29	69%	71%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	79%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		36%	42%
Middle school performance on high school EOC and industry certifications		96%	96%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	11	79%	79%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	12	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	25%	29%
Students scoring at or above Achievement Level 4	17	15%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	25%	29%
Students scoring at or above Achievement Level 4	23	16%	18%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	15	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	109	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	23	4%	3%
Students who are not proficient in reading by third grade	65	66%	59%
Students who receive two or more behavior referrals	122	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	138	13%	12%

**Middle School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	109	10%	9%
Students who fail a mathematics course	41	9%	8%
Students who fail an English Language Arts course	31	7%	6%
Students who fail two or more courses in any subject	21	5%	4%
Students who receive two or more behavior referrals	122	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	138	13%	12%

## Goals Summary

- G1.** The results of the 2012-2013 FCAT Writing test indicate that 55% (137) of the students achieved a 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 60%.
- G2.** The results of the 2012-2013 FAA Writing test indicate that 83% (10) of the students achieved a Level 4 or higher in Writing. Our goal for the 2013-2014 school year is to increase that by 2 percentage points to 85%.
- G3.** The results of the 2012-2013 FCAT Mathematics test indicate that 28% (205) of students achieved a Level 3. Our goal for the 2013-2014 school year is to increase this by 8 percentage point to 36%.
- G4.** The results of the 2012-2013 FCAT Mathematics test indicate that 19% (138) students achieved at Level 4 or higher. Our goal for the 2013-2014 school year is to increase this by 4 percentage points to 23%.
- G5.** Based on the 2013 FAA, 69% (29) of students cored level 4,5, and 6. Our goal for the 2013-2014 school year is to increase students scoring level 4,5, and 6 by 2 percentage points to 71%.
- G6.** The results of the 2012-2013 FCAT Mathematics test indicate that 52% of students achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 59%.
- G7.** The results of the 2012-2013 FCAT Mathematics test indicate that 69% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 3 percentage points to 72%.
- G8.** The results of the 2012-2013 FCAT Mathematics test indicate that of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students in the lowest 25% achieving learning gains by percentage points
- G9.** The results of the Algebra I end-of-course assessment indicates that 14% (2) achieved level 3 proficiency. Our goal is to increase this by 1 percentage point to 15%.
- G10.** The results of the Algebra I end-of-course assessment indicates that 79% (11) achieved level 4 proficiency. Our goal is to keep student level proficiency at 79%.
- G11.** The number of students retained (PreK to Grade 5) was 4% (23) for the 2012-2013 school year. The goal is to reduce this by 1 percentage point to 3% for the 2013-2014 school year.
- G12.** Milam ended the 2012-2013 school year with 13% (138) of students receiving one or more behavioral referrals that led to suspension. Our goal is reduce that to 12% in the 2013-2014 school year.

- G13.** The results of the 2012-2013 FCAT Science test indicate that 25% (28) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4 percentage points to 29%.
- G14.** The results of the 2012-2013 FCAT Science test indicate that 15% (17) of the students achieved level 4 proficiency or higher. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 17%.
- G15.** The results of the 2012-2013 FCAT Science test indicate that 25% (36) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4% to 29%.
- G16.** The 2012-2013 school year showed that 9% (41) students failed a mathematics course, 7% (31) failed an English Language Arts course and 5% (21) students failed two or more subjects. The 2013-2014 school year's goal is to reduce all areas by one percent.
- G17.** The results of the 2012-13 FCAT Reading test indicates that 23% (175) achieved Levels 4-5. Our goal for the 2013-2014 school year is to increase Levels 4-5 student proficiency by 4 percentage points to 27%.
- G18.** The results of the 2012-2013 FCAT Science test indicate that 16% (23)t of the students achieved level 4 proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 2 percentage points to 18%.
- G19.** As noted on the 2013 administration of the CELLA indicates that 51% (221) understood spoken English at grade level. The goal for the 2013-14 school year is to increase by 5 percentage point to 56%.
- G20.** As noted on the 2013 administration of the CELLA indicates that 29% (123) of the students scored proficient in reading. The goal for the 2013-14 school year is to increase the number of proficient students by 7percentage points to 36%.
- G21.** Based on participation in 2012-2013 the SECME club had 16 members. Our goal for the 2013-2014 school year is to increase participation by 1 student to 17.
- G22.** The results of the 2012-13 FCAT Reading test indicates that 27% (203) achieved level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 36%.
- G23.** Students need exposure to various careers and what paths may be taken to reach their goals. The number of Career Day presenters need to be increased
- G24.** The baseline 2012-2013 Civics end-of-course tests showed students performed at a Level 3. Our goal is to increase this by percentage points to in the 2013-2014 school year.

- G25.** Based on the 2013 Florida Alternate Assessment, 40% (17) scored at Levels 4,5, and 6. Our goal for the 2013-2014 school year is to increase Levels 4,5, and 6 student proficiency by 1 percentage point to 41%.
- G26.** Average attendance for the 2012-2013 school year was at 96% (1118) . Additionally, there were 295 students with excessive absences and 158 students with excessive tardies. The goal will be to increase average attendance by 1 percentage point to 97%.
- G27.** Based on the 2013 Florida Alternate Assessment, 40% (17) scored at Level 7 or above. Our goal for the 2013-2014 school year is to maintain Level 7 student proficiency at 40%.
- G28.** The results of the 2012-13 FCAT Reading test indicates that 54% achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase Level 3 and higher student proficiency by 9 percentage points to 63%
- G29.** The end of 2012-2013 school year showed that 66% (65) students were not proficient by third grade. Our goal is to reduced this by 7 percentage points to 59% for the 2013-2014 school year.
- G30.** The number of students missing 10% or more of instructional time in 2012-2013 was 10% (109). Our goal is to reduce this by 1 percentage point to 9% in the 2013-2014 school year.
- G31.** Reduce the number of students receiving two or more behavioral referrals from 12% (122) to 11% in 2013-2014.
- G32.** The results of the 2012-13 FCAT Reading test indicates that 73% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students making learning gains by 3 percentage points to 76%.
- G33.** As noted on the 2013 administration of the CELLA indicates that 30% (138) of the students write English at grade level. Our goal for the 2013-14 school year is to increase this by 7 percentage points to 37%.

## Goals Detail

**G1.** The results of the 2012-2013 FCAT Writing test indicate that 55% (137) of the students achieved a 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 60%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- Students scoring at 3.5 or higher need additional support to encourage continued improvement in vocabulary and punctuation.

## Plan to Monitor Progress Toward the Goal

2014 FCAT Writing test

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule:

end of year

### Evidence of Completion:

2014 FCAT Writing goal met

**G2.** The results of the 2012-2013 FAA Writing test indicate that 83% (10) of the students achieved a Level 4 or higher in Writing. Our goal for the 2013-2014 school year is to increase that by 2 percentage points to 85%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- Students are in need of repetition and visuals with sentences to facilitate keeping on topic as well as improvement in vocabulary and punctuation .

## Plan to Monitor Progress Toward the Goal

Progress monitoring will be conducted through the Continual access point assessments and the 2014 FAA

### Person or Persons Responsible

Assistant principal and SPED Chairperson.

### Target Dates or Schedule:

end of year

### Evidence of Completion:

2014 FAA goal met

**G3.** The results of the 2012-2013 FCAT Mathematics test indicate that 28% (205) of students achieved a Level 3. Our goal for the 2013-2014 school year is to increase this by 8 percentage point to 36%.

### Targets Supported

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements



### Plan to Monitor Progress Toward the Goal

The results of bi-weekly assessments, Interim Assessments, and the 2014 FCAT 2.0 will be used to monitor progress.

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 FCAT 2.0 Mathematics goal met

**G4.** The results of the 2012-2013 FCAT Mathematics test indicate that 19% (138) students achieved at Level 4 or higher. Our goal for the 2013-2014 school year is to increase this by 4 percentage points to 23%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements

### Plan to Monitor Progress Toward the Goal

Interim Assessments, and the 2014 FCAT 2.0 will be used to monitor progress.

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 FCAT 2.0 goal met

**G5.** Based on the 2013 FAA, 69% (29) of students cored level 4,5, and 6. Our goal for the 2013-2014 school year is to increase students scoring level 4,5, and 6 by 2 percentage points to 71%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students need repetition for long term learning of mathematic concepts, fact fluency, and tools for measurement.

## Plan to Monitor Progress Toward the Goal

The 2014 FAA administration will be used to monitor progress.

### Person or Persons Responsible

Assistant principal and the SPED chairperson

### Target Dates or Schedule:

End of year

### Evidence of Completion:

2014 FAA goal met

**G6.** The results of the 2012-2013 FCAT Mathematics test indicate that 52% of students achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 59%.

### Targets Supported

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.
- The results of the 2012-2013 FCAT Mathematics test indicate that 52% of the Hispanic subgroup achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 59%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.
- The results of the 20112-2013 FACT Mathematics test indicate that 40% of ELL students achieved a Level of 3 or higher. Our goal for the 2013-2014 school year is to increase this by 14 percentage points to 54%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.
- The results of the 2012-2013 FCAT Mathematics test indicate that 46% of the SWD students achieved a Level of 3 or higher. Our goal for the 2013-2014 school year is to increase this by 10 percentage points to 56%.Level of 3 or higher. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.
- The results of the 2012-2013 FCAT Mathematics test indicate that 51% of the ED students achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 58%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

### Plan to Monitor Progress Toward the Goal

The results of bi-weekly assessments, Interim Assessments, and the 2014 FCAT 2.0 will be used to monitor progress

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 FCAT Mathematics goal met

**G7.** The results of the 2012-2013 FCAT Mathematics test indicate that 69% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 3 percentage points to 72%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

### Plan to Monitor Progress Toward the Goal

Interim Assessments, and the 2014 FCAT 2.0 will be used to monitor progress.

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 FCAT 2.0 Mathematics goals met

**G8.** The results of the 2012-2013 FCAT Mathematics test indicate that of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students in the lowest 25% achieving learning gains by percentage points

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in number base tens and fractions

### Plan to Monitor Progress Toward the Goal

Interim Assessments, and the 2014 FCAT 2.0 will be used to monitor progress.

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule:**

end of year

**Evidence of Completion:**

2014 FCAT 2.0 Mathematics goals met

**G9.** The results of the Algebra I end-of-course assessment indicates that 14% (2) achieved level 3 proficiency. Our goal is to increase this by 1 percentage point to 15%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- The weakest reporting category in the 2013 Algebra end-of-course is polynomials.

### Plan to Monitor Progress Toward the Goal

Interim assessments and the Algebra I EOC will be used to monitor progress

**Person or Persons Responsible**

Assistant principal and Math Lead Teacher

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 Algebra I EOC goal met

**G10.** The results of the Algebra I end-of-course assessment indicates that 79% (11) achieved level 4 proficiency. Our goal is to keep student level proficiency at 79%.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- The weakest reporting category in the 2013 Algebra end-of-course is polynomials

### Plan to Monitor Progress Toward the Goal

Interim assessments and the Algebra I EOC will be used to monitor progress

**Person or Persons Responsible**

Assistant principal and Math Lead Teacher

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 Algebra EOC goal met

**G11.** The number of students retained (PreK to Grade 5) was 4% (23) for the 2012-2013 school year. The goal is to reduce this by 1 percentage point to 3% for the 2013-2014 school year.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students having excessive absences are missing valuable instruction time.

### Plan to Monitor Progress Toward the Goal

Class assessments, Interim Assessments, FCAT

**Person or Persons Responsible**

Teacher, grade level chair, guidance counselor

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Promotion

**G12.** Milam ended the 2012-2013 school year with 13% (138) of students receiving one or more behavioral referrals that led to suspension. Our goal is reduce that to 12% in the 2013-2014 school year.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students who receive behavior referrals that lead to suspension disrupt the learning process in class for themselves as well the rest of the students and result in lost instructional time.

## Plan to Monitor Progress Toward the Goal

Number of SCMS and suspensions

### Person or Persons Responsible

Administration, guidance counselors

### Target Dates or Schedule:

End of year

### Evidence of Completion:

Reduction of the total number of suspensions by one percent

**G13.** The results of the 2012-2013 FCAT Science test indicate that 25% (28) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4 percentage points to 29%.

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science was the Nature of Science.

## Plan to Monitor Progress Toward the Goal

Interim assessments and the 2014 FCAT assessment will be used to monitor progress.

### Person or Persons Responsible

MTSS/Rtl leadership team

### Target Dates or Schedule:

End of year

### Evidence of Completion:

2014 FCAT 2.0 science goal met

**G14.** The results of the 2012-2013 FCAT Science test indicate that 15% (17) of the students achieved level 4 proficiency or higher. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 17%.

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science was the Physical Science.

## Plan to Monitor Progress Toward the Goal

Interim assessments and the 2014 FCAT assessment will be used to monitor progress.

### Person or Persons Responsible

MTSS/Rtl leadership team

### Target Dates or Schedule:

End of year

### Evidence of Completion:

2014 FCAT Science goal met

**G15.** The results of the 2012-2013 FCAT Science test indicate that 25% (36) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4% to 29%.

### Targets Supported

- Science - Middle School

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science was the Life Science.

## Plan to Monitor Progress Toward the Goal

Interim assessments and the 2014 FCAT assessment will be used to monitor progress

### Person or Persons Responsible

MTSS/Rtl leadership team

### Target Dates or Schedule:

End of year

### Evidence of Completion:

2014 FCAT 2.0 Science goal met

**G16.** The 2012-2013 school year showed that 9% (41) students failed a mathematics course, 7% (31) failed an English Language Arts course and 5% (21) students failed two or more subjects. The 2013-2014 school year's goal is to reduce all areas by one percent.

### Targets Supported

- EWS - Middle School

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- Students may be missing valuable instruction time and not completing assignments as required.

## Plan to Monitor Progress Toward the Goal

Final grades

### Person or Persons Responsible

Administration, guidance counselor

### Target Dates or Schedule:

End of year

### Evidence of Completion:

Completion of required course(s)

**G17.** The results of the 2012-13 FCAT Reading test indicates that 23% (175) achieved Levels 4-5. Our goal for the 2013-2014 school year is to increase Levels 4-5 student proficiency by 4 percentage points to 27%.

### Targets Supported

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

## Plan to Monitor Progress Toward the Goal

2014 administration of FCAT Reading test

### Person or Persons Responsible

Literary Leadership Team

### Target Dates or Schedule:

End of school year

### Evidence of Completion:

Passing and meeting the FCAT goals

**G18.** The results of the 2012-2013 FCAT Science test indicate that 16% (23)t of the students achieved level 4 proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 2 percentage points to 18%.

### Targets Supported

- Science - Middle School

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science was the Physical Science.



### Plan to Monitor Progress Toward the Goal

Interim assessments and the 2014 FCAT assessment will be used to monitor progress

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 FCAT 2.0 Science goal met

**G19.** As noted on the 2013 administration of the CELLA indicates that 51% (221) understood spoken English at grade level. The goal for the 2013-14 school year is to increase by 5 percentage point to 56%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students have limited opportunities outside of school to practice speaking/listening to English.

### Plan to Monitor Progress Toward the Goal

Interim assessments and review of classroom work and CELLA evaluation.

**Person or Persons Responsible**

Assistant principal and ESOL chairperson

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Increased command of the English language

**G20.** As noted on the 2013 administration of the CELLA indicates that 29% (123) of the students scored proficient in reading. The goal for the 2013-14 school year is to increase the number of proficient students by 7percentage points to 36%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students have limited opportunities outside of school to practice reading English.

## Plan to Monitor Progress Toward the Goal

Interim assessments and review of classroom work and CELLA evaluation.

### Person or Persons Responsible

Assistant principal and ESOL chairperson

### Target Dates or Schedule:

quarterly

### Evidence of Completion:

Increased command of the English language

**G21.** Based on participation in 2012-2013 the SECME club had 16 members. Our goal for the 2013-2014 school year is to increase participation by 1 student to 17.

### Targets Supported

- STEM - All Levels

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- Due to transportation needs, our students find it difficult to meet for SECME club activities after school.

## Plan to Monitor Progress Toward the Goal

Parent logs and additional members will be used to monitor progress

### Person or Persons Responsible

Assistant principal

### Target Dates or Schedule:

End of year

### Evidence of Completion:

New members

**G22.** The results of the 2012-13 FCAT Reading test indicates that 27% (203) achieved level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 36%.

### Targets Supported

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

## Plan to Monitor Progress Toward the Goal

2014 administration of FCAT Reading test

### Person or Persons Responsible

Literary Leadership Team

### Target Dates or Schedule:

End of school year

### Evidence of Completion:

Passing and meeting the FCAT goals

**G23.** Students need exposure to various careers and what paths may be taken to reach their goals. The number of Career Day presenters need to be increased

### Targets Supported

- CTE

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- There has been declining presenter participation in Career Day activities which limit student exposure.

## Plan to Monitor Progress Toward the Goal

Actual number of participants accepting based on the 2013-2014 Career Day log will be used to monitor progress.

### Person or Persons Responsible

Assistant principal and guidance counselor

### Target Dates or Schedule:

May

### Evidence of Completion:

Increase in presenters from previous year

**G24.** The baseline 2012-2013 Civics end-of-course tests showed students performed at a Level 3. Our goal is to increase this by percentage points to in the 2013-2014 school year.

### Targets Supported

- Civics EOC

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The 2013 Civics end-of-course was the baseline score.

### Plan to Monitor Progress Toward the Goal

Quarterly examinations, District spring assessment, and Civics EOC will be used to monitor progress.

**Person or Persons Responsible**

Assistant principal and Social Studies Chairperson

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

2014 Civics EOC goal met

**G25.** Based on the 2013 Florida Alternate Assessment, 40% (17) scored at Levels 4,5, and 6. Our goal for the 2013-2014 school year is to increase Levels 4,5, and 6 student proficiency by 1 percentage point to 41%.

**Targets Supported****Resources Available to Support the Goal****Targeted Barriers to Achieving the Goal**

- The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading test was in Reading Application. These students must improve their ability to recognize organizational patterns and cause and effect.

### Plan to Monitor Progress Toward the Goal

2014 FAA

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule:**

End of school year

**Evidence of Completion:**

Increased student proficiency as evidenced by the 2014 FAA

**G26.** Average attendance for the 2012-2013 school year was at 96% (1118) . Additionally, there were 295 students with excessive absences and 158 students with excessive tardies. The goal will be to increase average attendance by 1 percentage point to 97%.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- Students may choose to be absent from school for reasons that are not approved by the School Board. Additionally, students and parents are not sufficiently concerned over excessive tardiness.

## Plan to Monitor Progress Toward the Goal

COGNOS report will be monitored for progress.

### Person or Persons Responsible

Assistant principal and guidance counselors

### Target Dates or Schedule:

End of year

### Evidence of Completion:

Students with excessive absences/tardies goal met

**G27.** Based on the 2013 Florida Alternate Assessment, 40% (17) scored at Level 7 or above. Our goal for the 2013-2014 school year is to maintain Level 7 student proficiency at 40%.

### Targets Supported

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading test was in Reading Application. These students must improve their ability to recognize organizational patterns and cause and effect.

## Plan to Monitor Progress Toward the Goal

2014 FAA Reading

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule:

End of school year

### Evidence of Completion:

2014 FAA reading goals met

**G28.** The results of the 2012-13 FCAT Reading test indicates that 54% achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase Level 3 and higher student proficiency by 9 percentage points to 63%

### **Targets Supported**

- Reading (AMO's)

### **Resources Available to Support the Goal**

### **Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
- The results of the 2012-2013 FCAT reading test indicates that 54% of the Hispanic subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase those this by 9 percentage points to 63%.The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and order of events.
- The results of the 2012-2013 FCAT Reading test indicates that 36% of the ELL subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 19 percentage points to 55%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events
- The results of the 2012-2013 FCAT Reading test indicates that 40% of the SWD subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 16 percentage points to 56%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
- The results of the 2012-2013 FCAT Reading tests indicates that 52% of the ED subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 11 percentage points to 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

## Plan to Monitor Progress Toward the Goal

2014 FCAT 2.0 assessment

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule:

End of year

### Evidence of Completion:

2014 FCAT Reading goal met

**G29.** The end of 2012-2013 school year showed that 66% (65) students were not proficient by third grade. Our goal is to reduced this by 7 percentage points to 59% for the 2013-2014 school year.

### Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

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### Targeted Barriers to Achieving the Goal

- Students who are not proficient in reading by the third grade are in danger of no passing the FCAT and thereby face the possibility of being retained.

## Plan to Monitor Progress Toward the Goal

Interim assessments and the 2014 Reading FCAT will monitor progress

### Person or Persons Responsible

Assistant principal and reading

### Target Dates or Schedule:

End of year

### Evidence of Completion:

2014 FCAT 2.0 Reading passed

**G30.** The number of students missing 10% or more of instructional time in 2012-2013 was 10% (109). Our goal is to reduce this by 1 percentage point to 9% in the 2013-2014 school year.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students and parents are not sufficiently concerned over missed instructional time created by tardiness or early dismissal.

**Plan to Monitor Progress Toward the Goal**

COGNOS report will be monitored for progress

**Person or Persons Responsible**

Assistant principal and guidance counselors

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Reduction of one percent met

**G31.** Reduce the number of students receiving two or more behavioral referrals from 12% (122) to 11% in 2013-2014.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students who receive two or more behavior referrals disrupt the learning process in class for themselves as well the rest of the students.

**Plan to Monitor Progress Toward the Goal**

Reduction in the number of repeat SCMS will be used to monitor progress

**Person or Persons Responsible**

Assistant principal and guidance counselors

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Reduced number of repeat referrals



**G32.** The results of the 2012-13 FCAT Reading test indicates that 73% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students making learning gains by 3 percentage points to 76%.

**Targets Supported**

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Vocabulary for grades three and five. These students need additional support in context and multiple meanings.
- The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events

**Plan to Monitor Progress Toward the Goal**

2014 FCAT Reading test

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule:**

End of school year

**Evidence of Completion:**

2014 FCAT Reading goals met and [progress shown

**G33.** As noted on the 2013 administration of the CELLA indicates that 30% (138) of the students write English at grade level. Our goal for the 2013-14 school year is to increase this by 7 percentage points to 37%.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students have limited opportunities outside of school to practice writing to English.

## Plan to Monitor Progress Toward the Goal

Interim assessments and review of classroom work and CELLA evaluation.

**Person or Persons Responsible**

Assistant principal and ESOL chairperson

**Target Dates or Schedule:**

end of year

**Evidence of Completion:**

Increased command of the English language as evidenced by meeting CELLA goal

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 FCAT Writing test indicate that 55% (137) of the students achieved a 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 60%.

**G1.B1** Students scoring at 3.5 or higher need additional support to encourage continued improvement in vocabulary and punctuation.

**G1.B1.S1** We will implement “Words that Work” and semi-monthly prompts, differentiated instruction for enrichment such as writing in a variety of expressive forms (e.g. short stories, poetry, skits, etc.)

### Action Step 1

Review of lesson plans and class assignments

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

monthly

#### Evidence of Completion

completed class assignments

#### Facilitator:

Lead teacher

#### Participants:

Literacy Leadership Team

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

Classroom visits and review of lesson plans

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Review of semi-monthly writing prompts

## Plan to Monitor Effectiveness of G1.B1.S1

bi-weekly writing prompts

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

monthly

### Evidence of Completion

writing prompts completed and evidence of improvement

**G2.** The results of the 2012-2013 FAA Writing test indicate that 83% (10) of the students achieved a Level 4 or higher in Writing. Our goal for the 2013-2014 school year is to increase that by 2 percentage points to 85%.

**G2.B1** Students are in need of repetition and visuals with sentences to facilitate keeping on topic as well as improvement in vocabulary and punctuation .

**G2.B1.S1** Students will have continuous repetition/practice when learning writing concepts Students will also use picture cards to create sentences and paragraphs on topic.

### Action Step 1

class assignments

### Person or Persons Responsible

Classroom teacher

### Target Dates or Schedule

school year

### Evidence of Completion

completed assignments

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

lesson plan review, classroom visits

**Person or Persons Responsible**

Assistant principal and SPED chairperson

**Target Dates or Schedule**

semi-monthly

**Evidence of Completion**

class assignments

### Plan to Monitor Effectiveness of G2.B1.S1

Weekly access point assessments will be conducted through the use of Unique Learning Systems curriculum to assess student progress.

**Person or Persons Responsible**

Assistant principal and SPED chairperson

**Target Dates or Schedule**

weekly

**Evidence of Completion**

improvement in assessments when comparing current to previous

**G3.** The results of the 2012-2013 FCAT Mathematics test indicate that 28% (205) of students achieved a Level 3. Our goal for the 2013-2014 school year is to increase this by 8 percentage point to 36%.

**G3.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements

**G3.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

**Action Step 1**

Instruction utilizing manipulatives and problem solving based on geometric properties

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments/activities

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

Classroom visits and review of lesson plans

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Completed assignments/activities

## Plan to Monitor Effectiveness of G3.B1.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly.

### Person or Persons Responsible

MTSS/RtI leadership team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Improvement shown on successive assessments and instruction adjustment made as needed

**G4.** The results of the 2012-2013 FCAT Mathematics test indicate that 19% (138) students achieved at Level 4 or higher. Our goal for the 2013-2014 school year is to increase this by 4 percentage points to 23%.

**G4.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements

**G4.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. .Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms.

### Action Step 1

Instruction utilizing hands-on activities and differentiated instruction

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

School year

#### Evidence of Completion

Completed assignments and hands-on activities

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

Classroom visits and review of lesson plans

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Completed assignments and activities

### Plan to Monitor Effectiveness of G4.B1.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Improvement shown in the data and instruction adjusted as needed



**G5.** Based on the 2013 FAA, 69% (29) of students cored level 4,5, and 6. Our goal for the 2013-2014 school year is to increase students scoring level 4,5, and 6 by 2 percentage points to 71%.

**G5.B1** Students need repetition for long term learning of mathematic concepts, fact fluency, and tools for measurement.

**G5.B1.S1** Students will have continuous practice and review of mathematical problems and the steps to solving these problems

**Action Step 1**

Conduct instruction to offer students repetitive review of concepts

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

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

Classroom visits and lesson plan review

**Person or Persons Responsible**

Assistant principal and the SPED chairperson

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Assignments

## Plan to Monitor Effectiveness of G5.B1.S1

Weekly access points assessments will be conducted through the use of unique Learning Systems curriculum to assess effectiveness.

### Person or Persons Responsible

Assistant principal and the SPED chairperson

### Target Dates or Schedule

Semi-monthly

### Evidence of Completion

Improvement shown when reviewing data

**G6.** The results of the 2012-2013 FCAT Mathematics test indicate that 52% of students achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 59%.

**G6.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G6.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms.

### Action Step 1

Lesson plans, differentiated instruction

#### Person or Persons Responsible

Classroom teacher

#### Target Dates or Schedule

School year

#### Evidence of Completion

Completed assignments

#### Facilitator:

Lead Mathematics teacher

#### Participants:

Classroom teacher

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

Classroom visitation and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

### Plan to Monitor Effectiveness of G6.B1.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly.

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data review and readjusted instruction as needed

**G6.B2** The results of the 2012-2013 FCAT Mathematics test indicate that 52% of the Hispanic subgroup achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 59%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G6.B2.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms

**Action Step 1**

Lesson plans, differentiated instruction

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School Year

**Evidence of Completion**

Completed assignments

**Action Step 2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

Classroom visitation and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

## Plan to Monitor Effectiveness of G6.B2.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly.

### Person or Persons Responsible

MTSS/RtI leadership team

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Data review and readjusted instruction as needed

**G6.B3** The results of the 20112-2013 FACT Mathematics test indicate that 40% of ELL students achieved a Level of 3 or higher. Our goal for the 2013-2014 school year is to increase this by 14 percentage points to 54%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G6.B3.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms

### Action Step 1

Lesson plans, differentiated instruction

#### Person or Persons Responsible

Classroom teacher

#### Target Dates or Schedule

School year

#### Evidence of Completion

Completed assignments

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Classroom visitation and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

### **Plan to Monitor Effectiveness of G6.B3.S1**

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly.

**Evidence of Completion**

Data review and readjusted instruction as needed

**G6.B4** The results of the 2012-2013 FCAT Mathematics test indicate that 46% of the SWD students achieved a Level of 3 or higher. Our goal for the 2013-2014 school year is to increase this by 10 percentage points to 56%.Level of 3 or higher. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G6.B4.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms

**Action Step 1**

Lesson plans, differentiated instruction

**Person or Persons Responsible**

Classroom Teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

**Plan to Monitor Fidelity of Implementation of G6.B4.S1**

Classroom visitation and lesson plan review

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

## Plan to Monitor Effectiveness of G6.B4.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly.

### Person or Persons Responsible

MTSS/RtI leadership team

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Data review and readjusted instruction as needed

**G6.B5** The results of the 2012-2013 FCAT Mathematics test indicate that 51% of the ED students achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 58%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G6.B5.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms

### Action Step 1

Lesson plans, differentiated instruction

#### Person or Persons Responsible

Classroom teacher

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Completed assignments



### Plan to Monitor Fidelity of Implementation of G6.B5.S1

Classroom visitation and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

### Plan to Monitor Effectiveness of G6.B5.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly.

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data review and readjusted instruction as needed

**G7.** The results of the 2012-2013 FCAT Mathematics test indicate that 69% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 3 percentage points to 72%.

**G7.B1** The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G7.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

**Action Step 1**

Problem solving hands-on activities and assignments

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments and activities

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

Classroom visits and review of lesson plans

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Completed assignments and activities

## Plan to Monitor Effectiveness of G7.B1.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly

### Person or Persons Responsible

MTSS/RtI leadership team

### Target Dates or Schedule

Semi-monthly

### Evidence of Completion

Progress shown on review of data and instruction adjusted as needed

**G8.** The results of the 2012-2013 FCAT Mathematics test indicate that of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students in the lowest 25% achieving learning gains by percentage points

**G8.B1** The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in number base tens and fractions

**G8.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms, and relate halves, fourths, tenths, and hundredths to percents, and vice versa

### Action Step 1

assignments and hands-on activities

#### Person or Persons Responsible

classroom teacher

#### Target Dates or Schedule

school year

#### Evidence of Completion

completed assignments and activities

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

classroom visits and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

semi-monthly

**Evidence of Completion**

completed assignments and activities

### Plan to Monitor Effectiveness of G8.B1.S1

Bi-weekly assessments and data reviews will be conducted to monitor effectiveness and adjust instruction accordingly

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

semi-monthly

**Evidence of Completion**

Review of data showing progress and instruction adjusted as needed

**G9.** The results of the Algebra I end-of-course assessment indicates that 14% (2) achieved level 3 proficiency. Our goal is to increase this by 1 percentage point to 15%.

**G9.B1** The weakest reporting category in the 2013 Algebra end-of-course is polynomials.

**G9.B1.S1** Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real world problems. Hands-on experiences to include the use of tangible manipulatives such as tiles.

**Action Step 1**

Instruction utilizing hands-on activities, real world application assignments

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed activities and assignments

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

Classroom visitation and lesson plan review

**Person or Persons Responsible**

Assistant principal and Math Lead Teacher

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Completed activities and assignments

### Plan to Monitor Effectiveness of G9.B1.S1

Regular bi-weekly benchmark assessments and review of data will be conducted to adjust curriculum based on results and to monitor effectiveness

#### Person or Persons Responsible

Assistant principal and Math Lead Teacher

#### Target Dates or Schedule

Semi-monthly

#### Evidence of Completion

Review of data showing progress and instruction adjusted as needed

**G10.** The results of the Algebra I end-of-course assessment indicates that 79% (11) achieved level 4 proficiency. Our goal is to keep student level proficiency at 79%.

**G10.B1** The weakest reporting category in the 2013 Algebra end-of-course is polynomials

**G10.B1.S1** Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real world problems. Hands-on experiences to include the use of tangible manipulatives such as tiles.

#### Action Step 1

Hands-on activities and problem solving with real world application

#### Person or Persons Responsible

classroom teacher

#### Target Dates or Schedule

school year

#### Evidence of Completion

completed activities and assignments

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

Classroom visits and lesson plan review

**Person or Persons Responsible**

Assistant principal and Math Lead Teacher

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Completed activities and assignments

### **Plan to Monitor Effectiveness of G10.B1.S1**

Regular bi-weekly benchmark assessments and review of data will be conducted to adjust curriculum based on results and to monitor effectiveness.

**Person or Persons Responsible**

Assistant principal and Math Lead Teacher

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Data review showing progress and instruction adjusted as needed

**G11.** The number of students retained (PreK to Grade 5) was 4% (23) for the 2012-2013 school year. The goal is to reduce this by 1 percentage point to 3% for the 2013-2014 school year.

**G11.B1** Students having excessive absences are missing valuable instruction time.

**G11.B1.S1** Students will be identified and an educational plan to get the student on track will be designed and implemented.

**Action Step 1**

Student deficiencies noted and a plan completed

**Person or Persons Responsible**

Administration, guidance counselor and grade level chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Education plan in place

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

Student's differentiated instruction is as per plan

**Person or Persons Responsible**

Administration, guidance counselor, and grade level chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Completed assignments

**Plan to Monitor Effectiveness of G11.B1.S1**

Class assignments, tests, and assessments

**Person or Persons Responsible**

Grade level chair, teacher, guidance counselor

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Completed assignments and meeting requirements of tests and assessments



**G12.** Milam ended the 2012-2013 school year with 13% (138) of students receiving one or more behavioral referrals that led to suspension. Our goal is reduce that to 12% in the 2013-2014 school year.

**G12.B1** Students who receive behavior referrals that lead to suspension disrupt the learning process in class for themselves as well the rest of the students and result in lost instructional time.

**G12.B1.S1** Counseling with the guidance counselor as well as PEER mediation will be made available. Additionally, the parents will be called to attend a conference with the counselor and administration to discuss the ramifications of the event.

**Action Step 1**

Student and parent contact logs, review of SCMS

**Person or Persons Responsible**

Administration and guidance counselors

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student and parent logs, SCMS filed

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

Parent and student contact logs will be kept and SCMS completed.

**Person or Persons Responsible**

Administration, guidance counselor

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Contact logs and completed SCMS

## Plan to Monitor Effectiveness of G12.B1.S1

SCMS written

### Person or Persons Responsible

Administration, guidance counselors

### Target Dates or Schedule

Weekly

### Evidence of Completion

Number of written SCMS

**G13.** The results of the 2012-2013 FCAT Science test indicate that 25% (28) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4 percentage points to 29%.

**G13.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science was the Nature of Science.

**G13.B1.S1** Online resources from Scott Foresman will be utilized to conduct virtual laboratory exercises and to assist students in understanding abstract concepts

### Action Step 1

Laboratory exercises

#### Person or Persons Responsible

Classroom teacher

#### Target Dates or Schedule

School year

#### Evidence of Completion

Completed assignments

#### Facilitator:

Lead Science Teacher

#### Participants:

Classroom teacher

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

Classroom visits and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

### Plan to Monitor Effectiveness of G13.B1.S1

Bi-weekly assessment data will be reviewed from benchmark test to monitor effectiveness

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data review evidencing progress and adjustment to instruction as needed

**G14.** The results of the 2012-2013 FCAT Science test indicate that 15% (17) of the students achieved level 4 proficiency or higher. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 17%.

**G14.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science was the Physical Science.

**G14.B1.S1** Online resources from Scott Foresman will be utilized to conduct virtual laboratory exercises and to assist students in understanding abstract concepts

**Action Step 1**

Conduct virtual laboratory exercises

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

**Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Classroom visits and lesson plan review

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

## Plan to Monitor Effectiveness of G14.B1.S1

Bi-weekly assessment data will be reviewed from benchmark test to monitor effectiveness

### Person or Persons Responsible

MTSS/RtI leadership team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Data review showing progress and instruction adjusted as needed

**G15.** The results of the 2012-2013 FCAT Science test indicate that 25% (36) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4% to 29%.

**G15.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science was the Life Science.

**G15.B1.S1** Online resources from Scott Foresman will be utilized to conduct virtual laboratory exercises and to assist students in understanding abstract concepts

### Action Step 1

Conduct virtual laboratory exercises

### Person or Persons Responsible

Cclassroom teacher

### Target Dates or Schedule

School year

### Evidence of Completion

Completed assignments

### Plan to Monitor Fidelity of Implementation of G15.B1.S1

Classroom visits and lesson plan review

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

### Plan to Monitor Effectiveness of G15.B1.S1

Bi-weekly assessment data will be reviewed from benchmark test to monitor effectiveness

**Person or Persons Responsible**

MTSS/RtI leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data review evidencing progress and instruction adjusted as needed

**G16.** The 2012-2013 school year showed that 9% (41) students failed a mathematics course, 7% (31) failed an English Language Arts course and 5% (21) students failed two or more subjects. The 2013-2014 school year's goal is to reduce all areas by one percent.

**G16.B1** Students may be missing valuable instruction time and not completing assignments as required.

**G16.B1.S1** Parent conference to inform the parent of the child's progress and the consequences of not completing the course (s). Student will meet with the guidance counselor and report their progress weekly.

**Action Step 1**

Weekly progress report completed by teacher

**Person or Persons Responsible**

Teacher, guidance counselor

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Weekly progress report turned in

**Plan to Monitor Fidelity of Implementation of G16.B1.S1**

Students identified and weekly progress reports

**Person or Persons Responsible**

Administration, guidance counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed progress reports

## Plan to Monitor Effectiveness of G16.B1.S1

Weekly progress report showing the progress of the student

### Person or Persons Responsible

Guidance counselor

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student progressing satisfactorily based on the weekly progress reports

**G17.** The results of the 2012-13 FCAT Reading test indicates that 23% (175) achieved Levels 4-5. Our goal for the 2013-2014 school year is to increase Levels 4-5 student proficiency by 4 percentage points to 27%.

**G17.B1** The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

**G17.B1.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### Action Step 1

Instruction on reading application, main idea, plot, and purpose

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

School year

### Evidence of Completion

Completed assignments



### Plan to Monitor Fidelity of Implementation of G17.B1.S1

Review of lesson plans and completed assignments

**Person or Persons Responsible**

Literary Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Review of completed assignments

### Plan to Monitor Effectiveness of G17.B1.S1

On-going classroom assessments/observation focusing on students' ability to complete assignments

**Person or Persons Responsible**

Literary Leadership Team

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments and interim assessments

**G18.** The results of the 2012-2013 FCAT Science test indicate that 16% (23)t of the students achieved level 4 proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 2 percentage points to 18%.

**G18.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science was the Physical Science.

**G18.B1.S1** Online resources from Scott Foresman will be utilized to conduct virtual laboratory exercises and to assist students in understanding abstract concepts

**Action Step 1**

Conduct virtual laboratory exercises

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

**Plan to Monitor Fidelity of Implementation of G18.B1.S1**

Classroom visits and lesson plan review

**Person or Persons Responsible**

MTSS/Rtl leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

### Plan to Monitor Effectiveness of G18.B1.S1

Bi-weekly assessment data will be reviewed from benchmark test to monitor effectiveness.

#### Person or Persons Responsible

MTSS/RtI leadership team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Data review evidencing progress and instruction adjusted as needed

**G19.** As noted on the 2013 administration of the CELLA indicates that 51% (221) understood spoken English at grade level. The goal for the 2013-14 school year is to increase by 5 percentage point to 56%.

**G19.B1** Students have limited opportunities outside of school to practice speaking/listening to English.

**G19.B1.S2** Using the LEA approach, students will be encouraged to write of a special experience. Additionally, teacher led groups will continue to be utilized both at the whole class level as well as small groups of students will be encouraged to work on their own in small groups with teacher direction. Directed writing will be encouraged by the use of prompts and summarization

#### Action Step 1

review of lesson plans

#### Person or Persons Responsible

Assistant principal and ESOL chairperson

#### Target Dates or Schedule

weekly

#### Evidence of Completion

completed class assignments

### **Plan to Monitor Fidelity of Implementation of G19.B1.S2**

regular assessments and class assignments

**Person or Persons Responsible**

Assistant principal and ESOL chairperson

**Target Dates or Schedule**

monthly

**Evidence of Completion**

completed assignments

### **Plan to Monitor Effectiveness of G19.B1.S2**

regular assessments and class assignments

**Person or Persons Responsible**

Assistant principal and ESOL chairperson

**Target Dates or Schedule**

monthly

**Evidence of Completion**

completed assignments

**G20.** As noted on the 2013 administration of the CELLA indicates that 29% (123) of the students scored proficient in reading. The goal for the 2013-14 school year is to increase the number of proficient students by 7percentage points to 36%.

**G20.B1** Students have limited opportunities outside of school to practice reading English.

**G20.B1.S1** Using the LEA approach, students will be encouraged to write and read of a special experience. Additionally, teacher led groups will continue to be utilized both at the whole class level as well as small groups of students will be encouraged to work on their own in small groups with teacher direction

**Action Step 1**

encourage students to speak and write English involving a special experience

**Person or Persons Responsible**

classroom teacher

**Target Dates or Schedule**

school year

**Evidence of Completion**

class assignments

**Plan to Monitor Fidelity of Implementation of G20.B1.S1**

classroom visits and review of lesson plans

**Person or Persons Responsible**

Assistant principal and ESOL chairperson

**Target Dates or Schedule**

monthly

**Evidence of Completion**

class assignments

## Plan to Monitor Effectiveness of G20.B1.S1

regular class assessments and class assignments

### Person or Persons Responsible

Assistant principal and ESOL chairperson

### Target Dates or Schedule

monthly

### Evidence of Completion

increased proficiency in the command of the English language

**G21.** Based on participation in 2012-2013 the SECME club had 16 members. Our goal for the 2013-2014 school year is to increase participation by 1 student to 17.

**G21.B1** Due to transportation needs, our students find it difficult to meet for SECME club activities after school.

**G21.B1.S1** The club and its activities will be promoted through exhibiting student projects at Open House, family nights, and recognition announcements during the morning announcements to pique student interest

### Action Step 1

Morning announcements and promoting club to students throughout the school day

### Person or Persons Responsible

SECME Sponsor

### Target Dates or Schedule

School year

### Evidence of Completion

Inquiries and new members

### Facilitator:

SECME Sponsor

### Participants:

SECME Sponsor

### **Plan to Monitor Fidelity of Implementation of G21.B1.S1**

Morning announcements and membership requests

**Person or Persons Responsible**

Assistant principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Inquiries and new members

### **Plan to Monitor Effectiveness of G21.B1.S1**

Inquiries and interest in SECME generated by Family nights conducted throughout the year to display student projects/work and school-wide recognition through morning announcements and Open House promotion will be gauged to monitor effectiveness.

**Person or Persons Responsible**

Assistant principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

New members

**G22.** The results of the 2012-13 FCAT Reading test indicates that 27% (203) achieved level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 36%.

**G22.B1** The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

**G22.B1.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### **Action Step 1**

Instruction on reading application, main idea, plot, and purpose

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

School year

#### **Evidence of Completion**

Completed assignments

### **Plan to Monitor Fidelity of Implementation of G22.B1.S1**

Review of lesson plans and completed assignments

#### **Person or Persons Responsible**

Literary Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Review of completed assignments



## Plan to Monitor Effectiveness of G22.B1.S1

On-going classroom assessments/observation focusing on students' ability to complete assignments

### Person or Persons Responsible

Literary Leadership Team

### Target Dates or Schedule

School year

### Evidence of Completion

Completed assignments and interim assessments

**G23.** Students need exposure to various careers and what paths may be taken to reach their goals. The number of Career Day presenters need to be increased

**G23.B1** There has been declining presenter participation in Career Day activities which limit student exposure.

**G23.B1.S1** Institute more vigorous community outreach to the general area businesses as well as Dade Partners in order to enrich/enlarge the Career Day participant base will be undertaken.

### Action Step 1

Community outreach and request for presenters

### Person or Persons Responsible

Student Services

### Target Dates or Schedule

September through April

### Evidence of Completion

Confirmation of attending Career Day

### Plan to Monitor Fidelity of Implementation of G23.B1.S1

Request sent out and phone calls made

**Person or Persons Responsible**

Assistant principal and guidance counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Log of request for presenters and calls

### Plan to Monitor Effectiveness of G23.B1.S1

Effectiveness will be monitored by the number of requests for participation sent out

**Person or Persons Responsible**

Assistant principal and guidance counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Request sent and replies received

**G24.** The baseline 2012-2013 Civics end-of-course tests showed students performed at a Level 3. Our goal is to increase this by percentage points to in the 2013-2014 school year.

**G24.B1** The 2013 Civics end-of-course was the baseline score.

**G24.B1.S1** Utilize District published lesson plans with assessments aligned to test EOC examination benchmarks to maximize opportunities for students to master total content

**Action Step 1**

Deliver instruction aligned to the EOC benchmarks

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

**Facilitator:**

Social Studies Chairperson

**Participants:**

Classroom teacher

**Plan to Monitor Fidelity of Implementation of G24.B1.S1**

Classroom visits and lesson plan review

**Person or Persons Responsible**

Assistant principal and Social Studies Chairperson

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed assignments

## Plan to Monitor Effectiveness of G24.B1.S1

Continuous benchmark assessments and use of data to monitor effectiveness and adjust instruction accordingly.

### Person or Persons Responsible

Assistant principal and Social Studies Chairperson

### Target Dates or Schedule

Monthly

### Evidence of Completion

Data review evidencing progress and instruction adjusted as needed

**G25.** Based on the 2013 Florida Alternate Assessment, 40% (17) scored at Levels 4,5, and 6. Our goal for the 2013-2014 school year is to increase Levels 4,5, and 6 student proficiency by 1 percentage point to 41%.

**G25.B1** The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading test was in Reading Application. These students must improve their ability to recognize organizational patterns and cause and effect.

**G25.B1.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts

### Action Step 1

provide instruction for reading application - main idea, plot, and purpose.

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

school year

### Evidence of Completion

completed assignments

### Plan to Monitor Fidelity of Implementation of G25.B1.S1

lesson plans and class assignments

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

completed assignments

### Plan to Monitor Effectiveness of G25.B1.S1

Interim assessments and completed assignments

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Progress shown on interim assessments

**G26.** Average attendance for the 2012-2013 school year was at 96% (1118) . Additionally, there were 295 students with excessive absences and 158 students with excessive tardies. The goal will be to increase average attendance by 1 percentage point to 97%.

**G26.B1** Students may choose to be absent from school for reasons that are not approved by the School Board. Additionally, students and parents are not sufficiently concerned over excessive tardiness.

**G26.B1.S1** Students with excessive absences and tardies will be identified. Parents will be contacted to emphasize the correlation between attendance and learning. There will be reinforcement of student awareness of tiered attendance incentives for whole class and individual attendance.

**Action Step 1**

Monitor students with excessive absences and tardies Award incentives

**Person or Persons Responsible**

Classroom teachers, Student Services, CIS

**Target Dates or Schedule**

School year

**Evidence of Completion**

Parent contact log

**Plan to Monitor Fidelity of Implementation of G26.B1.S1**

Parents contacted regarding excessive absences or tardies

**Person or Persons Responsible**

Assistant principal and guidance counselors

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Parent contact log

## Plan to Monitor Effectiveness of G26.B1.S1

Attendance Service reports will be reviewed as well as reports from the Attendance Manager on a daily basis for those students who are habitual offenders will be monitored for effectiveness

### Person or Persons Responsible

Assistant principal and guidance counselors

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Number of students with excessive absences or tardies on track for a reduction

**G27.** Based on the 2013 Florida Alternate Assessment, 40% (17) scored at Level 7 or above. Our goal for the 2013-2014 school year is to maintain Level 7 student proficiency at 40%.

**G27.B1** The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading test was in Reading Application. These students must improve their ability to recognize organizational patterns and cause and effect.

**G27.B1.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts. Periodicals and newspaper articles will be encouraged

### Action Step 1

Deliver instruction in reading application reviewing main idea, plot, and purpose.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

School year

### Evidence of Completion

Completed assignments

### Plan to Monitor Fidelity of Implementation of G27.B1.S1

Lesson plans and class assignments

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Completed assignments

### Plan to Monitor Effectiveness of G27.B1.S1

Interim Assessments and class assignments

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Increased improvement as evidenced by comparing interim assessments



**G28.** The results of the 2012-13 FCAT Reading test indicates that 54% achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase Level 3 and higher student proficiency by 9 percentage points to 63%

**G28.B1** The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

**G28.B1.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### **Action Step 1**

Deliver instruction and classroom assignment focusing on reading application.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Each class day.

#### **Evidence of Completion**

Completed assignments

#### **Facilitator:**

Lead Reading teacher

#### **Participants:**

Classroom teachers

### **Plan to Monitor Fidelity of Implementation of G28.B1.S1**

Review of lesson plans

#### **Person or Persons Responsible**

Literacy Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Assignments relating to reading application

## Plan to Monitor Effectiveness of G28.B1.S1

District Interim Assessments and classroom tests

### Person or Persons Responsible

Literacy Leadership Team and EESAC

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Progress shown in comparing interim assessments and completion of classroom assignments

**G28.B2** The results of the 2012-2013 FCAT reading test indicates that 54% of the Hispanic subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase those this by 9 percentage points to 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and order of events.

**G28.B2.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### Action Step 1

Deliver instruction and classroom assignment focusing on reading application.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Each class day

### Evidence of Completion

Completed assignments

## Plan to Monitor Fidelity of Implementation of G28.B2.S1

Review of lesson plans

### **Person or Persons Responsible**

Literacy Leadership Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Assignments relating to reading application

## Plan to Monitor Effectiveness of G28.B2.S1

District Interim Assessments and classroom tests

### **Person or Persons Responsible**

Literacy Leadership Team and EESAC

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Progress shown in comparing interim assessments and completion of classroom assignments

**G28.B3** The results of the 2012-2013 FCAT Reading test indicates that 36% of the ELL subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 19 percentage points to 55%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events

**G28.B3.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

**Action Step 1**

Instruction on reading application, main idea, plot, and purpose

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

School Year

**Evidence of Completion**

Completed assignments

**Plan to Monitor Fidelity of Implementation of G28.B3.S1**

Review of lesson plans and completed assignments

**Person or Persons Responsible**

Literary Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Review of completed assignments

## Plan to Monitor Effectiveness of G28.B3.S1

District Interim Assessments and classroom tests

### Person or Persons Responsible

Literacy Leadership Team and EESAC

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Progress shown in comparing interim assessments and completion of classroom assignments

**G28.B4** The results of the 2012-2013 FCAT Reading test indicates that 40% of the SWD subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 16 percentage points to 56%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

**G28.B4.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### Action Step 1

Deliver instruction and classroom assignment focusing on reading application.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Each class day

### Evidence of Completion

Completed assignments

### Plan to Monitor Fidelity of Implementation of G28.B4.S1

Review of lesson plans

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Assignments relating to reading application

### Plan to Monitor Effectiveness of G28.B4.S1

District Interim Assessments and classroom tests

**Person or Persons Responsible**

Literacy Leadership Team and EESAC

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Progress shown in comparing interim assessments and completion of classroom assignments

**G28.B5** The results of the 2012-2013 FCAT Reading tests indicates that 52% of the ED subgroup achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 11 percentage points to 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

**G28.B5.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author’s purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

**Action Step 1**

Deliver instruction and classroom assignment focusing on reading application.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Each class

**Evidence of Completion**

Completed assignments

**Plan to Monitor Fidelity of Implementation of G28.B5.S1**

Review of lesson plans

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Assignments relating to reading application

## Plan to Monitor Effectiveness of G28.B5.S1

District Interim Assessments and classroom tests

### Person or Persons Responsible

Literacy Leadership Team and EESAC

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Progress shown in comparing interim assessments and completion of classroom assignments

**G29.** The end of 2012-2013 school year showed that 66% (65) students were not proficient by third grade. Our goal is to reduce this by 7 percentage points to 59% for the 2013-2014 school year.

**G29.B1** Students who are not proficient in reading by the third grade are in danger of not passing the FCAT and thereby face the possibility of being retained.

**G29.B1.S1** Third grade students who are not proficient in reading will be identified and intervention through pull-out as well as differentiated instruction will be instituted. Additionally, after school instruction will be offered

### Action Step 1

Deliver differentiated instruction for those students not proficient in reading.

### Person or Persons Responsible

Third grade teachers

### Target Dates or Schedule

School year

### Evidence of Completion

Completed assignments



### **Plan to Monitor Fidelity of Implementation of G29.B1.S1**

Classroom visits and lesson plan review

**Person or Persons Responsible**

Assistant principal and reading teacher

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Completed assignments

### **Plan to Monitor Effectiveness of G29.B1.S1**

Classroom reading and assignment completions and interim assessments will be monitored for effectiveness.

**Person or Persons Responsible**

Assistant principal and reading teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data review evidencing progress in reading and instruction adjusted as needed

**G30.** The number of students missing 10% or more of instructional time in 2012-2013 was 10% (109). Our goal is to reduce this by 1 percentage point to 9% in the 2013-2014 school year.

**G30.B1** Students and parents are not sufficiently concerned over missed instructional time created by tardiness or early dismissal.

**G30.B1.S1** Parents will be contacted to emphasize the correlation between attendance and learning. Additionally, the student will be counseled on the effect of missing instructional time on learning.

**Action Step 1**

Contact parents and students regarding missed instructional time

**Person or Persons Responsible**

Assistant principal, guidance counselors, CIS

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Parent and student log

**Plan to Monitor Fidelity of Implementation of G30.B1.S1**

Review of parent and student contact logs

**Person or Persons Responsible**

Assistant principal and guidance counselors

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Parents and students in jeopardy of missing 10% or more of instructional time have been contacted as evidenced by logs

### Plan to Monitor Effectiveness of G30.B1.S1

Attendance Service reports will be reviewed as well as reports from the Attendance Manager on a daily basis for those students who are habitual offenders will be monitored for effectiveness.

#### Person or Persons Responsible

Assistant principal and guidance counselors

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Reduction in the number of habitual offenders

**G31.** Reduce the number of students receiving two or more behavioral referrals from 12% (122) to 11% in 2013-2014.

**G31.B1** Students who receive two or more behavior referrals disrupt the learning process in class for themselves as well the rest of the students.

**G31.B1.S1** Students will be counseled on their disruptive behavior and its consequences by the guidance counselor and with the use of PEER mediation.

#### Action Step 1

Counsel students on the consequences of their disruptive behavior on themselves and others

#### Person or Persons Responsible

Administration, guidance counselors, PEER counselors

#### Target Dates or Schedule

School year

#### Evidence of Completion

Student log

### Plan to Monitor Fidelity of Implementation of G31.B1.S1

Student logs and referrals written

**Person or Persons Responsible**

Assistant principal and guidance counselors

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Reduction in the number of repeat offenders

### Plan to Monitor Effectiveness of G31.B1.S1

The number of repeat SCMS written per student will be monitored to gauge effectiveness.

**Person or Persons Responsible**

Assistant principal and guidance counselors

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Reduced number of SCMS

**G32.** The results of the 2012-13 FCAT Reading test indicates that 73% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students making learning gains by 3 percentage points to 76%.

**G32.B1** The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Vocabulary for grades three and five. These students need additional support in context and multiple meanings.

**G32.B1.S1** The students will receive additional instruction in context clues allowing the students to build their general knowledge of words, word relationships, and multiple meanings of words. Students will practice in determining meaning of general academic and domain specific words and phrases in text relevant to a topic or subject area. Strategies such as word walls, context clue chart and understanding context clues will be utilized.

**Action Step 1**

Deliver instruction in context clues with the use of word walls and context clue chart.

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

School Year

**Evidence of Completion**

Class assignments

**Plan to Monitor Fidelity of Implementation of G32.B1.S1**

Review of lesson plans and class assignments

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

monthloy

**Evidence of Completion**

Class assignments

## Plan to Monitor Effectiveness of G32.B1.S1

interim assessments

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

quarterly

### Evidence of Completion

Progress shown when comparing interim assessments and baseline.

**G32.B2** The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events

**G32.B2.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### Action Step 1

deliver instruction in reading application surrounding main idea, plot, and purpose

### Person or Persons Responsible

classroom teacher

### Target Dates or Schedule

school year

### Evidence of Completion

lesson plans and class assignment

### Plan to Monitor Fidelity of Implementation of G32.B2.S1

classroom visits and review of lesson plans

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

class assignments

### Plan to Monitor Effectiveness of G32.B2.S1

interim assessments

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

continued progress when comparing interim assessments to baseline

**G33.** As noted on the 2013 administration of the CELLA indicates that 30% (138) of the students write English at grade level. Our goal for the 2013-14 school year is to increase this by 7 percentage points to 37%.

**G33.B1** Students have limited opportunities outside of school to practice writing to English.

**G33.B1.S1** Using the LEA approach, students will be encouraged to write and read of a special experience. Additionally, teacher led groups will continue to be utilized both at the whole class level as well as small groups of students will be encouraged to work on their own in small groups with teacher direction. Task cards will also be used.

**Action Step 1**

encourage students to speak and write English involving a special experience

**Person or Persons Responsible**

classroom teacher

**Target Dates or Schedule**

school year

**Evidence of Completion**

class assignments

**Plan to Monitor Fidelity of Implementation of G33.B1.S1**

classroom visits and review of lesson plans

**Person or Persons Responsible**

Assistant principal and ESOL chairperson

**Target Dates or Schedule**

monthly

**Evidence of Completion**

class assignments



## Plan to Monitor Effectiveness of G33.B1.S1

regular class assessments and class assignments

### **Person or Persons Responsible**

Assistant principal and ESOL chairperson

### **Target Dates or Schedule**

monthly

### **Evidence of Completion**

increased proficiency in the command of the English language

## Coordination and Integration

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

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

#### Title I, Part A

At M. A. Milam K-8 Center services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A.

#### 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

M. A. Milam K-8 Center does not house a Head Start Program. However, Head Start programs are co-located in several Title I schools and/or communities

#### Adult Education

N/A

#### Career and Technical Education

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

#### Job Training

N/A

#### Other

#### Health Connect in Our Schools

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The results of the 2012-2013 FCAT Writing test indicate that 55% (137) of the students achieved a 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 60%.

**G1.B1** Students scoring at 3.5 or higher need additional support to encourage continued improvement in vocabulary and punctuation.

**G1.B1.S1** We will implement "Words that Work" and semi-monthly prompts, differentiated instruction for enrichment such as writing in a variety of expressive forms (e.g. short stories, poetry, skits, etc.)

### PD Opportunity 1

Review of lesson plans and class assignments

#### Facilitator

Lead teacher

#### Participants

Literacy Leadership Team

#### Target Dates or Schedule

monthly

#### Evidence of Completion

completed class assignments

**G6.** The results of the 2012-2013 FCAT Mathematics test indicate that 52% of students achieved a Level 3 or higher. Our goal for the 2013-2014 school year is to increase this by 7 percentage points to 59%.

**G6.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements.

**G6.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms.

### **PD Opportunity 1**

Lesson plans, differentiated instruction

#### **Facilitator**

Lead Mathematics teacher

#### **Participants**

Classroom teacher

#### **Target Dates or Schedule**

School year

#### **Evidence of Completion**

Completed assignments

**G13.** The results of the 2012-2013 FCAT Science test indicate that 25% (28) of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4 percentage points to 29%.

**G13.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science was the Nature of Science.

**G13.B1.S1** Online resources from Scott Foresman will be utilized to conduct virtual laboratory exercises and to assist students in understanding abstract concepts

**PD Opportunity 1**

Laboratory exercises

**Facilitator**

Lead Science Teacher

**Participants**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

**G21.** Based on participation in 2012-2013 the SECME club had 16 members. Our goal for the 2013-2014 school year is to increase participation by 1 student to 17.

**G21.B1** Due to transportation needs, our students find it difficult to meet for SECME club activities after school.

**G21.B1.S1** The club and its activities will be promoted through exhibiting student projects at Open House, family nights, and recognition announcements during the morning announcements to pique student interest

**PD Opportunity 1**

Morning announcements and promoting club to students throughout the school day

**Facilitator**

SECME Sponsor

**Participants**

SECME Sponsor

**Target Dates or Schedule**

School year

**Evidence of Completion**

Inquiries and new members



**G24.** The baseline 2012-2013 Civics end-of-course tests showed students performed at a Level 3. Our goal is to increase this by percentage points to in the 2013-2014 school year.

**G24.B1** The 2013 Civics end-of-course was the baseline score.

**G24.B1.S1** Utilize District published lesson plans with assessments aligned to test EOC examination benchmarks to maximize opportunities for students to master total content

**PD Opportunity 1**

Deliver instruction aligned to the EOC benchmarks

**Facilitator**

Social Studies Chairperson

**Participants**

Classroom teacher

**Target Dates or Schedule**

School year

**Evidence of Completion**

Completed assignments

**G28.** The results of the 2012-13 FCAT Reading test indicates that 54% achieved Level 3 or higher. Our goal for the 2013-2014 school year is to increase Level 3 and higher student proficiency by 9 percentage points to 63%

**G28.B1** The area of deficiency as noted on the 2013 administration of the FCAT Reading test was in Reading Application for grades three and five and grades six and eight.. These students need additional support in determining explicit ideas and information on grade level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

**G28.B1.S1** The students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will utilize graphic organizers, summarization activities, anchoring conclusions back to the text and encouraged to read from a wide variety of texts.

### **PD Opportunity 1**

Deliver instruction and classroom assignment focusing on reading application.

#### **Facilitator**

Lead Reading teacher

#### **Participants**

Classroom teachers

#### **Target Dates or Schedule**

Each class day.

#### **Evidence of Completion**

Completed assignments

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT Writing test indicate that 55% (137) of the students achieved a 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 60%.	\$6,000
G3.	The results of the 2012-2013 FCAT Mathematics test indicate that 28% (205) of students achieved a Level 3. Our goal for the 2013-2014 school year is to increase this by 8 percentage point to 36%.	\$12,000
G23.	Students need exposure to various careers and what paths may be taken to reach their goals. The number of Career Day presenters need to be increased	\$500
G26.	Average attendance for the 2012-2013 school year was at 96% (1118) . Additionally, there were 295 students with excessive absences and 158 students with excessive tardies. The goal will be to increase average attendance by 1 percentage point to 97%.	\$1,500
Total		\$20,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
EESAC funds	\$6,000	\$0	\$6,000
Title I	\$12,000	\$0	\$12,000
PTA	\$0	\$500	\$500
EESAC and PTA	\$0	\$1,500	\$1,500
Total	\$18,000	\$2,000	\$20,000

### Budget Details

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

**G1.** The results of the 2012-2013 FCAT Writing test indicate that 55% (137) of the students achieved a 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 60%.

**G1.B1** Students scoring at 3.5 or higher need additional support to encourage continued improvement in vocabulary and punctuation.

**G1.B1.S1** We will implement “Words that Work” and semi-monthly prompts, differentiated instruction for enrichment such as writing in a variety of expressive forms (e.g. short stories, poetry, skits, etc.)

**Action Step 1**

Review of lesson plans and class assignments

**Resource Type**

Personnel

**Resource**

Instructional personnel for after school tutoring

**Funding Source**

EESAC funds

**Amount Needed**

\$6,000

**G3.** The results of the 2012-2013 FCAT Mathematics test indicate that 28% (205) of students achieved a Level 3. Our goal for the 2013-2014 school year is to increase this by 8 percentage point to 36%.

**G3.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics test was in Geometry and Measurements

**G3.B1.S1** Manipulatives will be utilized for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Opportunities will be provided for students to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

**Action Step 1**

Instruction utilizing manipulatives and problem solving based on geometric properties

**Resource Type**

Personnel

**Resource**

Instructional personnel for pull-out sessions during the school day

**Funding Source**

Title I

**Amount Needed**

\$12,000

**G23.** Students need exposure to various careers and what paths may be taken to reach their goals. The number of Career Day presenters need to be increased

**G23.B1** There has been declining presenter participation in Career Day activities which limit student exposure.

**G23.B1.S1** Institute more vigorous community outreach to the general area businesses as well as Dade Partners in order to enrich/enlarge the Career Day participant base will be undertaken.

**Action Step 1**

Community outreach and request for presenters

**Resource Type**

Other

**Resource**

Business presenters for Career Day - appreciation breakfast and recognition certificates

**Funding Source**

PTA

**Amount Needed**

\$500

**G26.** Average attendance for the 2012-2013 school year was at 96% (1118) . Additionally, there were 295 students with excessive absences and 158 students with excessive tardies. The goal will be to increase average attendance by 1 percentage point to 97%.

**G26.B1** Students may choose to be absent from school for reasons that are not approved by the School Board. Additionally, students and parents are not sufficiently concerned over excessive tardiness.

**G26.B1.S1** Students with excessive absences and tardies will be identified. Parents will be contacted to emphasize the correlation between attendance and learning. There will be reinforcement of student awareness of tiered attendance incentives for whole class and individual attendance.

**Action Step 1**

Monitor students with excessive absences and tardies Award incentives

**Resource Type**

Other

**Resource**

Attendance incentives for students

**Funding Source**

EESAC and PTA

**Amount Needed**

\$1,500