



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lawton Chiles Middle School

8190 NW 197TH ST

Hialeah, FL 33015

305-816-9101

<http://lcms.dadeschools.net/>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
83%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
96%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
C

**2010-11**  
C

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

Lawton Chiles Middle School

##### Principal

Nelson Izquierdo Jr.

##### School Advisory Council chair

Pat Bennett

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

Name	Title
Nelson Izquierdo Jr.	Principal
Ilia Molina	Assistant Principal
Linda Carter	Dept. Chair Electives
Francois Guillen	Dept. Chair SPED
Michelle Delgado	Dept. Chair Language Arts/Reading
Cheryl Thames	Dept. Chair Mathematics
Pat Bennett	Dept. Chair Science
Brian Firtell	Dept. Chair Social Studies
Laura Lotito	Dept. Chair Student Services

#### 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, Principal Alternate -1, UTD steward -1, teachers-6, alternate teacher -1, educational support -1, alternate educational support -1, parents -6, alternate parent -1, students -4, alternate student -1, BCR -3.

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

EESAC members review with the school leadership team data collected from all on-going District interim assessments, school generated assessments, district and school reports and the 2012-2013 FCAT Test

and made recommendations for modifications to the current strategies utilized to reach the goals established in the SIP.

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

The Educational Excellence School Advisory Council will conduct the following this upcoming school year:

- Implementation and periodic review of the school improvement plan
- Review and evaluate data provided by school leadership team to ensure the effectiveness of allocation of resources for support of the school improvement plan
- Maintain and improve contacts within the local business community to obtain more partners
- Sponsor activities to increase parental involvement in school related programs and functions
- Assist the school to create and analyze climate surveys for parents and students

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

- Support of Student Incentives for PBS (positive Behavior System) program at the school. \$1000.00
- Tutorial Services for Students \$1,500.00
- STEM Experiences for students \$500.00

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nelson Izquierdo Jr.**

Principal

Years as Administrator: 12

Years at Current School: 3

**Credentials**

BS in Secondary Education – Social Studies, St Thomas University; MS in Educational Leadership, Nova University, Principal Certification State of Florida.

**Performance Record**

2013 – School Grade C  
 Rdg. Proficiency, 52%  
 Math Proficiency, 37%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25%- 70 points  
 Math Imp. of Lowest 25% -74 points  
 Rdg. AMO –52  
 Math AMO–37

2012 – School Grade C  
 Rdg. Proficiency, 42%  
 Math Proficiency, 35%  
 Rdg. Lrg. Gains, 41 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25%- 66 points  
 Math Imp. of Lowest 25%-59 points  
 Rdg. AMO –43  
 Math AMO–36

2011 – School Grade C  
 High Standards - Read 19%  
 High Standards - Math 35%  
 Lrg Gains – Read 41%  
 Lrg Gains – Math 60%  
 Gains Read – Lowest 25%- 55%  
 Gains Math – Lowest 25%- 69%

2010 – School Grade C  
 High Standards - Read 18%  
 High Standards - Math 58%  
 Lrg Gains – Read 37%  
 Lrg Gains – Math 72%  
 Gains Read –Lowest 25%- 76%  
 Gains Math – Lowest 25%- 76%

2009 – School Grade C  
 High Standards - Read 16%  
 High Standards - Math 54%  
 Lrg Gains – Read 12%  
 Lrg Gains – Math 74%  
 Gains Read – Lowest 25%- 52%  
 Gains Math – Lowest 25%- 81%



**Yanelys Canales**

Asst Principal

Years as Administrator: 8

Years at Current School: 10

**Credentials**

BS in Therapeutic Recreation, Florida International University;  
 Master of Science in Special Education, Nova University;  
 Specialist in Educational Leadership, Nova University;  
 Certification – ESOL, Varying Exceptionalities, Reading  
 Endorsement, Educational Leadership K-12 State of Florida.

**Performance Record**

2013 – School Grade C  
 Rdg. Proficiency, 52%  
 Math Proficiency, 37%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% -70 points  
 Math Imp. of Lowest 25% - 74 points  
 Rdg. AMO –52  
 Math AMO–37  
 2012 – School Grade C  
 Rdg. Proficiency, 42%  
 Math Proficiency, 35%  
 Rdg. Lrg. Gains, 41 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25%- 66 points  
 Math Imp. of Lowest 25%- 59 points  
 Rdg. AMO –43  
 Math AMO–36  
 2011 – School Grade C  
 High Standards - Read 60%  
 High Standards – Math 49%  
 Lrg Gains – Read 59%  
 Lrg Gains – Math 52%  
 Gains Read – Lowest 25%- 64%  
 Gains Math – Lowest 25%- 55%  
 2010 – School Grade C  
 High Standards - Read 60%  
 High Standards - Math 56%  
 Lrg Gains – Read 61%  
 Lrg Gains – Math 66%  
 Gains Read – Lowest 25%- 68%  
 Gains Math –Lowest 25%- 67%  
 2009 – School Grade B  
 High Standards - Read 62%  
 High Standards - Math 57%  
 Lrg Gains – Read 61%  
 Lrg Gains – Math 63%  
 Gains Read – Lowest 25%- 68%  
 Gains Math – Lowest 25%- 66%

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

n/a

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

**Areas**

[none selected]

**Credentials**

n/a

**Performance Record**

n/a

**Classroom Teachers**

**# of classroom teachers**

36

**# receiving effective rating or higher**

36, 100%

**# Highly Qualified Teachers**

69%

**# certified in-field**

36, 100%

**# ESOL endorsed**

8, 22%

**# reading endorsed**

6, 17%

**# with advanced degrees**

14, 39%

**# National Board Certified**

4, 11%

**# first-year teachers**

0, 0%

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

1, 3%

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

8, 22%

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

27, 75%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

As a guide

1. Create effective environment for professional cooperation and collaboration
2. Empowering teachers to participate in school decision making processes
3. Recognize teachers on an on-going basis for contributing to positive and rigorous learning environment

**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 Lawton Chiles Middle MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress toward those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- 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
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively
- 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
- 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.

**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

regularly to:

- Review OPM data for intervention groups to evaluate group and individual student response
- Support interventions where there is not an overall positive group response
- Select students (see SST Guidelines) for SST Tier 3 Intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS problem solving process is used to first carry out, monitor, and adjust as 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 based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

#### **Tier 1 Leadership Team**

Mr. Nelson Izquierdo Jr. Principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; in addition to the school administrator the school's Leadership Team will include the following team members: who will carry out SIP Planning and MTSS problem solving.

Mrs Yanelys Canales Assistant Principal for Curriculum, will assist the Principal in all duties as related to MTSS/Rtl, provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.

The Department Chairpersons who are the following:

Electives – Linda Carter, ESE – Francois Guillen, Language Arts – Michelle Delgado, Mathematics- Cheryl Thames, Science- Patricia Bennett, Social Studies- Brian Firtell

### **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 the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these area 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**

#### **Academic**

- Fair assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency measures
- Interim assessments
- State/Local Reading, Mathematics, Writing and Science Assessments

- FCAT
- Student Grades
- School Site specific assessments
- Behavioral
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tier 1 and 2 and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tier 1 and 2, and School Support Team Training.
3. Staff participating in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at ([http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html)) to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>). A description of MTSS and MTSS parent resources will be available on the school's web site.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program**Minutes added to school year:** 230

Strategy Type (select one) Strategy Purpose (select all that apply)

- Extended day for all students  
 Before or after school program  
 Weekend program  
 Summer program  
 Instruction in core academic subjects  
 Enrichment activities that contribute to a well-rounded education  
 Teacher collaboration, planning, and professional development

Minutes of Learning Time Added to the School Year

230 hours Engineering Enrichment 312 hours After-School All-Stars Program

**Strategy Description**

The engineering enrichment program (local SECME program) is designed to develop students' critical thinking and creative thinking skills through engineering style projects. Students gain experience in the design, development and construction of projects such as basswood bridges, mousetrap cars, egg drop container systems, and water bottle rockets for the annual SECME Olympiad competition. The program requires students to also explain the development and testing of their project prototypes in a written narrative. Student progress is measured through the use of rubrics developed to competitively score the different projects' effectiveness.

The After-School All-Stars enrichment program is designed to develop students' understanding of themselves and their basic life skills, their career opportunity choices, readiness for high school, reading fluency and mathematics skills, science inquiry skills, nutrition, and personal physical fitness development.

The SECME program data is collected as project prototypes are completed and tested.

Students will also write reflections about their experiences which are then shared and discussed by the members of the program. The person responsible for the program is the School SECME Coordinator. Student progress is shared with school administration.

The After-School All-Stars enrichment program collects student data generally by component category through pre and post-tests and in several components through a pre, mid-year and post component assessment. Surveys are also accomplished to enable the program staff to modify the component delivery so that all individuals have a positive achievement in the component. The overall progress of the students is shared with school administration.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

The SECME program data is collected as project prototypes are completed and tested.

Students will also write reflections about their experiences which are then shared and discussed by the members of the program. The person responsible for the program is the School SECME Coordinator. Student progress is shared with school administration.

The After-School All-Stars enrichment program collects student data generally by component category through pre and post tests and in several components through a pre, mid-year and post component assessment. Surveys are also accomplished to enable the program staff to modify the component delivery so that all individuals have a positive achievement in the component. The overall progress of the students is shared with school administration.

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

Administration and program coordinators

## Literacy Leadership Team (LLT)

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

Name	Title
Nelson Izquierdo Jr.	Principal
Yanelys Canales	Assistant Principal
Vivian Marques	Media Specialist
Pat Bennett	EESAC Chairperson
Francois Guillen	Department Chair: SPED
Silvia Padron-Salgado	Department Chair: ELL
Linda Carter	Department Chair: Electives
Michelle Delgado	Department Chair: Language Arts/Reading
Cheryl Thames	Department Chair: Mathematics
Pat Bennett	Department Chair: Science
Brian Firtell	Department Chair: Social Studies
Laura Lotito	Department Chair: Student Services

### How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the Lawton Chiles Middle School community and focus on areas of literacy across the school. The following steps will be considered by the school's Literacy Leadership Team to implement and monitor literacy initiative success. The Leadership will:

- hold regular meetings a minimum of once a month
- assist the Administrators in the implementation of the Comprehensive Research-Based Reading Plan (CRRP)
- analyze student data and classroom observations to determine professional development for faculty members in literacy strategies
- create capacity of reading knowledge and focus on areas of literacy concern across the entire school curriculum
- maintain communication with staff for input and feedback, as well as updating them on literacy best practices

The roles of the membership are as follows:

1. Principal – Provides a common vision for increased school-wide literacy across all content areas, and provides the necessary resources to the LLT to ensure the District and School CRRP initiatives are accomplished.
2. The Assistant Principal for Curriculum will assist the Principal in all duties as related to LLT.
3. The Media Specialist provides classroom media resources and support to all instruction staff as required, maintains an open access media center for student use, promotes literacy through media center events such as the Book Fair.
4. The Department Chairpersons will ensure the fidelity of the School CRRP with in their department staff, monitor utilization of classroom literacy strategies, and coordinate literacy training with the LLT.

5. The EESAC Chairperson will be providing updates to EESAC on LLT efforts and to relay recommendations and concerns to the LLT Leadership Team.

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

The Lawton Chiles Middle LLT will implement initiatives that are aligned to the District K-12 Comprehensive Research Based Reading Plan 2013-2014. The major emphasis for the Lawton Chiles initiative will focus primarily on developing fluency in the classroom environment through the following strategies:

- Organizing and structuring the classrooms so students are grouped to facilitate collaboration
- Teacher instruction focuses more on modeling and thinking aloud to demonstrate literacy strategies
- Utilization of word walls in all content areas
- Writing across the curriculum utilized as a daily strategy in all classrooms

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

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

Faculty members will be provided with an overview of the District Comprehensive Research-Based Reading Plan (CRRP). Faculty members will be afforded the opportunity to participate in applicable professional development which supports CRRP. The LLT will monitor the implementation of school-wide literacy strategies through all classrooms.

## **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**

n/a

## **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**

Students are encouraged to select a course of study which interests them. Students can then select their elective courses based on their interests. Students who are in remedial classes are educated about what they need to do in order to align themselves with elective classes.

Students participate in advanced placement courses (algebra, physical science, geometry, and biology), career and technical courses leading to certification in business technology programs and college preparatory through the Cambridge Magnet program.

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

Students participate in a variety of articulation opportunities which include: Presentations with high schools, field trips to high schools and colleges, meetings with counselors to learn about middle school, high school, and college requirements.

Counselors meet with students and parents and review the Pupil Progression Plan, credits required for completion of middle school and advanced and virtual classes available.



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

Students who score at the proficiency level are encouraged to participate in advanced courses such as algebra, geometry, and biology. Students are also encouraged to take foreign language, and industry certification courses such as Business Technology.

## 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	58%	52%	No	62%
American Indian				
Asian	73%		No	75%
Black/African American	46%	41%	No	51%
Hispanic	65%	60%	No	69%
White	73%	66%	No	76%
English language learners	30%	30%	Yes	37%
Students with disabilities	29%	26%	No	36%
Economically disadvantaged	53%	49%	No	58%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	221	32%	40%
Students scoring at or above Achievement Level 4	131	19%	22%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

#### 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)	19	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	21%	29%

**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	162	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	37%	No	54%
American Indian		0%		
Asian	73%	0%	No	75%
Black/African American	38%	29%	No	44%
Hispanic	54%	43%	No	59%
White	69%	48%	No	72%
English language learners	42%	23%	No	48%
Students with disabilities	23%	16%	No	31%
Economically disadvantaged	45%	35%	No	51%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	22%	40%
Students scoring at or above Achievement Level 4	42	7%	15%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75%	78%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		92%	93%
Middle school performance on high school EOC and industry certifications		80%	82%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	52%	53%
Students scoring at or above Achievement Level 4	27	27%	28%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	20%	24%
Students scoring at or above Achievement Level 4	66	22%	24%

**Florida Alternate Assessment (FAA)**

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

**Area 8: Early Warning Systems**

**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	83	12%	11%
Students who fail a mathematics course	27	4%	3%
Students who fail an English Language Arts course	20	3%	2%
Students who fail two or more courses in any subject	28	4%	3%
Students who receive two or more behavior referrals	153	22%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	142	20%	19%

## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 52% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 62% of students to score at level 3 or above, an increase of 10 percentage points.
- G2.** On the 2013 FCAT Writing Test, 53% of students scored at level 3.5 or above. Our goal on the 2014 FCAT Writing is for 58% of students to score at level 3.5 or above, an increase of 5 percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics Test, 37% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 54% of students to score at level 3 or above, an increase of 17 percentage points.
- G4.** On the 2013 Administration of the Algebra EOC 92% of students participated in the assessment and 80% of the students that participated scored a 3 or above.
- G5.** On the 2013 Algebra Test, 52% of students scored at level 3 and 27% of students scored at a level 4 or above. Our Middle School Acceleration goal on the 2014 Algebra EOC is to increase the number of level 3's to 53% and level 4's to 28%.
- G6.** On the 2013 FCAT Science Test, 42% of students scored at level 3 or above. Our goal for the 2014 FCAT Science test is for 48% of students to score at level 3 or above, an increase of 6 percentage points.
- G7.** Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points.
- G8.** Our goal for the 2013-2014 school year is increase student awareness of CTE courses available to them when they enter high school.
- G9.** Our goal for the 2013-2014 school year is to establish high levels of proficiency on the Civics EOC and increase the proficiency of students.
- G10.** In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by decreasing number of truant students from 12% to 11%, decrease number of students receiving referrals and failing courses

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading, 52% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 62% of students to score at level 3 or above, an increase of 10 percentage points.

### **Targets Supported**

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

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

- Instructional Pacing Guides
- Instructional Focus Calendar
- Accelerated Reader
- Computer Labs
- FCAT Explorer
- Reading Plus through Social Studies classes
- Achieve 3000 during Reading classes
- Compass Learning
- Florida Focus
- Teen Biz
- Vocabulary for Success
- Pull-out interventions
- Highly qualified instructional staff

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

- Student performance data from the 2013 FCAT Reading Test indicates that 19% of students scored a level 4 or above. The goal is to increase this by 3 percentage points to 22%. Students experienced difficulty with Reporting category 2 – Reading Application. Students need additional support in identifying author's purpose through context clues, additional practice with higher order reading comprehension skills, and identifying relevant details from the passages to determine the main idea or essential message.
- Student performance data from the 2013 FCAT Reading Test indicates that 32% of students scored a level 3. The goal is to increase this by 8 percentage points to 40%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Student performance data from the 2013 FCAT Reading Test indicates that 71% of all students made learning gains. The goal is to increase this by 3 percentage points to 74%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Student performance data from the 2013 FCAT Reading Test indicates that 70% of the lowest 25% made learning gains. The goal is to increase this by 3 percentage points to 73%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in determining the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.

- Student performance data from the 2013 CELLA administration indicates that 40% of students scored proficient in listening and speaking. The goal is to increase this by 6 percentage points to 46%. Students need additional opportunities to be able to produce language in response to first-hand, multi-sensorial experiences.
- Student performance data from the 2013 CELLA administration indicates that 38% of students scored proficient in reading. The goal is to increase this by 6 percentage points to 22%. Students need additional opportunities where they can use visuals displays such as graphs, charts, photos in lessons to support oral and written messages.
- Student performance data from the 2013 CELLA administration indicates that 21% of students scored proficient in writing. The goal is to increase this by 8 percentage points to 29%. Students need additional opportunities to use a dialogue journal on a regular basis.

### **Plan to Monitor Progress Toward the Goal**

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

LLT

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

Monthly

#### **Evidence of Completion:**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment



**G2.** On the 2013 FCAT Writing Test, 53% of students scored at level 3.5 or above. Our goal on the 2014 FCAT Writing is for 58% of students to score at level 3.5 or above, an increase of 5 percentage points.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Instructional Pacing Guides
- Instructional Focus calendar
- Pull-out interventions
- Rubrics
- Calibration papers
- Peer editing
- Highly qualified instructional staff and intervention personnel

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the Writing Test was in the Writing Process due to the student's inability to utilize proper writing conventions to support their work. Fifty three percent of the students scored at 3.5 or above. Our goal for this year is to increase by 5 percentage points to 58%

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, monthly assessment data from classroom writing prompts will be collected and reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT along with Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative Assessment: Student's scores on District Baseline, post writing tests and monthly in-house writing assessments. Summative Assessment: Results from the 2014 FCAT 2.0 Writing assessment.

**G3.** On the 2013 FCAT 2.0 Mathematics Test, 37% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 54% of students to score at level 3 or above, an increase of 17 percentage points.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Algebra 1 EOC

**Resources Available to Support the Goal**

- Instructional Pacing Guides
- Instructional Focus Calendar
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out interventions
- Highly qualified instructional staff and intervention personnel
- Instructional Focus Calendar
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out interventions
- Highly qualified instructional staff and intervention personnel
- Instructional Focus Calendar
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out interventions
- Highly qualified instructional staff and intervention personnel

- Instructional Focus Calendar
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out interventions
- Highly qualified instructional staff and intervention personnel

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

- Student performance data from the 2013 FCAT Mathematics Test indicates that 22% of students scored a level 3. The goal is to increase this by 18 percentage points to 40%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems
- Student performance data from the 2013 FCAT Mathematics Test indicates that 7% of students scored a level 4 or above. The goal is to increase this by 8 percentage points to 15%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems
- Student performance data from the 2013 FCAT Mathematics Test indicates that 58% of all students made learning gains. The goal is to increase this by 4 percentage points to 62%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects
- Student performance data from the 2013 FCAT Mathematics Test indicates that 75% of the lowest 25% made learning gains. The goal is to increase this by 3 percentage points to 78%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support with multiple representations to translate and model multi-step real world application problems involving geometry and measurement.
- Student performance data from the 2013 FCAT Mathematics Test indicates that the Hispanic, Black, Hispanic, ELL, and ED subgroups did not meet their AMO. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in making sense of real world application problems involving geometry and measurement

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS/RtI Team and grade-level teams will review and adjust instruction based on results of common formative assessment data and student work on a monthly basis to determine progress.

### **Person or Persons Responsible**

The MTSS/RtI team

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

Monthly

### **Evidence of Completion:**

Formative Assessment: Student authentic work samples, scores on common in-house mini-assessments, District interim assessments, Summative Assessment: Results the 2014 FCAT 2.0 Mathematics assessment

**G4.** On the 2013 Administration of the Algebra EOC 92% of students participated in the assessment and 80% of the students that participated scored a 3 or above.

### **Targets Supported**

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

- Instructional Pacing Guides
- Instructional Focus Calendars
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out Intervention
- Highly qualified staff and intervention personnel
- Instructional Focus Calendars
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out Intervention
- Highly qualified staff and intervention personnel

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

- Student performance data from the 2013 Algebra EOC Test indicates that 27% of students scored at a level 4 or above or above. The goal is to increase this by 1 percentage point to 28%. Students need to be provided with time to practice and apply learned concepts in real-world situations.
- Student performance data from the 2013 Algebra EOC Test indicates that 52% of students scored at a level 3. The goal is to increase this by 1 percentage point to 53%. Students need to be provided with additional opportunities to master the content through the use of technology.

## Plan to Monitor Progress Toward the Goal

-The MTSS and Rtl team will meet to monitor and ensure that students enrolled in Algebra I are making progress on their Interim Assessments and a review of instruction will take place during individual data chats and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/Rtl

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessment: Student Authentic work samples, scores on common in-house mini-assessments, District Interim Assessments, Reports from Technology programs. Summative Assessment: Results from the 2-14 Algebra I EOC.

**G5.** On the 2013 Algebra Test, 52% of students scored at level 3 and 27% of students scored at a level 4 or above. Our Middle School Acceleration goal on the 2014 Algebra EOC is to increase the number of level 3's to 53% and level 4's to 28%.

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Instructional Pacing Guides
- Instructional Focus Calendar
- Computer Labs
- FCAT Explorer
- Compass Learning
- Florida Focus
- Reflex
- Carnegie
- Pull-out intervention
- Highly qualified instructional staff and intervention personnel

### Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 Algebra EOC Test indicates that 52% of students scored at a level 3. The goal is to increase this by 1 percentage point to 53%. Students need to be provided with additional opportunities to master the content through the use of technology.
- Student performance data from the 2013 Algebra EOC Test indicates that 28% of students scored at a level 4 or above. The goal is to increase this by 1 percentage point to 28%. Students need to be provided with time to practice and apply learned concepts in real-world situations.

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, administrators and student services chairperson will review student progress in EOC and industry certification classes on a monthly basis.

### Person or Persons Responsible

Administration and Algebra Teachers, MTSS/RtI

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessment: Summative Assessment: Results from the 2014 Algebra I EOC and from the CTE course certification examinations.

**G6.** On the 2013 FCAT Science Test, 42% of students scored at level 3 or above. Our goal for the 2014 FCAT Science test is for 48% of students to score at level 3 or above, an increase of 6 percentage points.

### Targets Supported

- Science
- Science - Middle School

### Resources Available to Support the Goal

- Highly qualified instructional staff and intervention personnel.
- Instructional Pacing Guides
- Instructional Focus Calendar
- Computer Labs
- FCAT Explorer
- Florida Focus
- Discovery Learning
- Pull-out Interventions

### Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Science Test indicates that 20% of students scored a level 3. The goal is to increase this by 4 percentage points to 24%. Students experienced difficulty with the Reporting category relating to the Nature of Science. Students need additional support in identifying experimental variables and constructing valid conclusions based upon collected data.
- Student performance data from the 2013 FCAT Science Test indicates that 22% of students scored a level 4 or above. The goal is to increase this by 2 percentage points to 24%. Students experienced difficulty with the Reporting category relating to the Nature of Science. Students need additional support in identifying experimental variables and constructing valid conclusions based upon collected data.

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS/RtI Team will review the grade level results of common assessments, inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessment: Student scores on common in-house mini-assessments, District interim Assessments, projects, Riverdeep, Gizmo, and Florida Achieves student achievement reports, and teacher assessment. Summative Assessment: Results from the 2014 FCAT 2.0 Science assessment.

**G7.** Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points.

### Targets Supported

- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Math and Science technology
- Robotics
- Information Technology
- Computer Applications

### Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating Project Based Learning in STEM.
- In order to increase interest in the STEM program, we need to increase the number of experiences offered for students to participate in such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge.



## Plan to Monitor Progress Toward the Goal

Following the FCIM model, the administrators and STEM team will review inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

### Person or Persons Responsible

Administrators will monitor the implementation of identified strategies along with the school STEM Team MTSS/RtI

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessment: Students taking CTE-STEM industry certification exams, student participation logs for during and after-school school activities and participation in school, District and State level competitions.

**G8.** Our goal for the 2013-2014 school year is increase student awareness of CTE courses available to them when they enter high school.

### Targets Supported

- CTE

### Resources Available to Support the Goal

- Highly qualified and certified teachers and staff
- Information Technology Resources
- Computer Applications
- Counselor who is aware of programs available for students in high school

### Targeted Barriers to Achieving the Goal

- The ability to offer CTE courses as an elective to all grade level students is affected by the large numbers of students who cannot participate because they must take remedial reading and mathematics courses which limits their selection of elective courses.
- CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.
- CTE Teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.
- CTE teachers will require training in the area of Excel, Powerpoint, and Microsoft Word in order to prepare the students for the certification.
- The ability to offer accelerated courses to all students enrolled in CTE courses is limited based on the students ability.

## Plan to Monitor Progress Toward the Goal

Administrators, CTE instructors, and student services team will review the results of industry certification exams, inquiry based activities on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

### Person or Persons Responsible

Administrators, CTE Instructors and student services, MTSS/RtI

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessment: Student progress Summative Assessment: Certifications awarded

**G9.** Our goal for the 2013-2014 school year is to establish high levels of proficiency on the Civics EOC and increase the proficiency of students.

### Targets Supported

- Civics EOC

### Resources Available to Support the Goal

- Florida Civics by McGraw Hill, Pacing Guides
- Pacing Guides
- Instructional Focus Calendars
- iCivics
- CNN Student News
- Discovery Education

### Targeted Barriers to Achieving the Goal

- Based upon results from the District Baseline Assessment and review of the course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts and Reading (Text Complexity) skills to the content areas. Students' baseline score revealed that 0% of the students are proficient.

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS/RtI Team will review the grade level results of common assessments, inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessment: Student scores from school generated and District Interim Assessments.  
Summative Assessment: The 2014 Civics EOC.

**G10.** In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by decreasing number of truant students from 12% to 11%, decrease number of students receiving referrals and failing courses

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- MTSS/RtI and EESAC
- Counselors
- CSI Instructor
- Tutorials
- PTSA Meetings
- Alternate to Suspension Program

**Targeted Barriers to Achieving the Goal**

- Our school recognizes that there is a high correlation between school attendance and academic achievement. In monitoring the Early Warning System, our school will increase attendance by reducing the number of students who missed 10% or more of the available instructional time from 12% to 11%.
- Our school recognizes that there is a high correlation between behavior and academic achievement. In monitoring the Early Warning System, our school will decrease the number of students receiving one or more behavior referrals from 20% to 19%.
- Our school recognizes the importance of student passing courses and increasing academic achievement. In monitoring the Early Warning System, our school will decrease the number of students that fail two or more courses from 4% to 3%.

**Plan to Monitor Progress Toward the Goal**

Monthly assessment data based upon individual student absences, grades, and suspensions and teacher feedback will be reviewed and adjustments will be made as needed.

**Person or Persons Responsible**

MTSS/RtI Leadership Team, Attendance Clerk and Student Services Chairperson

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative Assessment: Interim academic reports, quarterly report cards, SPOT Success report, and daily attendance report. Summative Assessment: Interim academic reports, quarterly report cards, SPOT Success report, and daily attendance report.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading, 52% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 62% of students to score at level 3 or above, an increase of 10 percentage points.

**G1.B1** Student performance data from the 2013 FCAT Reading Test indicates that 19% of students scored a level 4 or above. The goal is to increase this by 3 percentage points to 22%. Students experienced difficulty with Reporting category 2 – Reading Application. Students need additional support in identifying author's purpose through context clues, additional practice with higher order reading comprehension skills, and identifying relevant details from the passages to determine the main idea or essential message.

**G1.B1.S1** Students will be provided with a variety of instructional strategies that will assist in identifying the main idea, author's purpose, cause and effect relationships, and drawing conclusions from text.

### Action Step 1

-Students should use a variety of instructional CRISS strategies that include the use of graphic organizers, summarization activities anchoring conclusions back to the text, making inferences, analyzing stated vs implied main idea, opinion proofs, and text marking to enhance their reading skills. -Implement a rotation schedule for small group instruction during Reading and Language Arts instructional blocks. -Students will receive tailored instruction based upon common mini-assessments and student achievement reports. -Students will utilize computer based programs such as Compass Odyssey Learning, Florida Focus Achieves, and FCAT Explorer. -Students will utilize graphic organizers to analyze passages -Students will utilize text marking techniques when reading passages -Students will anchor conclusions back to the text -Students will construct opinion proofs

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

**G1.B2** Student performance data from the 2013 FCAT Reading Test indicates that 32% of students scored a level 3. The goal is to increase this by 8 percentage points to 40%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

**G1.B2.S1** Students will be provided with a variety of instructional strategies that will allow them to understand how to identify words with multiple meanings.

### **Action Step 1**

-Students should use a variety of instructional CRISS strategies that include the use of graphic organizers, vocabulary word maps, word walls, and personal dictionaries. -Students should read from a variety of texts including informational text. - Students should determine meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

LLT

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

## Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

**G1.B3** Student performance data from the 2013 FCAT Reading Test indicates that 71% of all students made learning gains. The goal is to increase this by 3 percentage points to 74%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

**G1.B3.S1** Students will be provided with a variety of instructional strategies that will allow them to receive explicit vocabulary instruction

### Action Step 1

- Students will engage in affix or root word activities

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

### Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment



**G1.B4** Student performance data from the 2013 FCAT Reading Test indicates that 70% of the lowest 25% made learning gains. The goal is to increase this by 3 percentage points to 73%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in determining the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.

**G1.B4.S1** Students will be provided with a variety of instructional strategies that will allow them opportunities to practice with prefixes, suffixes, root words, synonyms, and antonyms.

### **Action Step 1**

- Students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. - Students will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

LLT

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

## Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Tutorial-pull-out and push-in programs. Summative Assessment: Results from the 2014 FCAT 2.0 Reading assessment

**G1.B5** Student performance data from the 2013 CELLA administration indicates that 40% of students scored proficient in listening and speaking. The goal is to increase this by 6 percentage points to 46%. Students need additional opportunities to be able to produce language in response to first-hand, multi-sensorial experiences.

**G1.B5.S1** Students will be provided with a variety of opportunities to speak English during real word situations.

### Action Step 1

- Students will engage in peer to peer interaction to discuss experiences and what it meant to them. - Students will create a personal view representation. - Students will participate in small group and teacher led groups. - Students will engage in Total Physical Response (TPR) where the teacher will deliver commands and students demonstrate comprehension through physical response.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

### Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

**G1.B6** Student performance data from the 2013 CELLA administration indicates that 38% of students scored proficient in reading. The goal is to increase this by 6 percentage points to 22%. Students need additional opportunities where they can use visuals displays such as graphs, charts, photos in lessons to support oral and written messages.

**G1.B6.S1** Students will be provided with a variety of opportunities to activate prior knowledge related to the topic being discussed.

### **Action Step 1**

-Students will be instructed on meaningful and relevant activities to provide relevant context to activate students' knowledge on the topic discussed. - Students will be introduced to a pre-reading strategy called picture walk where they engage in an examination of the text looking at pictures to gain an understanding of the story. - Students will be introduced to Question-Answer Relationship (QAR) to be able to identify different question types.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

LLT

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

## Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

**G1.B7** Student performance data from the 2013 CELLA administration indicates that 21% of students scored proficient in writing. The goal is to increase this by 8 percentage points to 29%. Students need additional opportunities to use a dialogue journal on a regular basis.

**G1.B7.S1** Students will be provided with a variety of opportunities to engage in writing relating to responding to informational text.

### Action Step 1

-Students will utilize a graphic organizers. -Students will respond using evidence based writing. - Students will utilize a journal to be utilized between the teacher and the student. - Student will illustrate and label concepts when writing. - Student will use primary sources and historical documents and will engage in debate.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

### Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 CELLA assessment

**G2.** On the 2013 FCAT Writing Test, 53% of students scored at level 3.5 or above. Our goal on the 2014 FCAT Writing is for 58% of students to score at level 3.5 or above, an increase of 5 percentage points.

**G2.B1** The area of deficiency as noted on the 2013 administration of the Writing Test was in the Writing Process due to the student's inability to utilize proper writing conventions to support their work. Fifty three percent of the students scored at 3.5 or above. Our goal for this year is to increase by 5 percentage points to 58%

**G2.B1.S1** Students will be provided with a variety of instructional strategies that will assist in improving their writing through the use of exemplary essays, rubrics, and calibration papers.

### **Action Step 1**

-Provide students with polished writing samples (anchor papers) and teacher modeling through classroom discussions. -Students will engage in the writing process and will edit and revise their papers. -Students will deconstruct an essay, develop it one component at a time, from pre-writing to complete draft. Emphasis will be placed on structure, content, voice Language and mechanics. - Students will be given adequate practice and will receive immediate written feedback. -Students will engage in peer editing and publishing. -Students will maintain daily writing journals. -Student/Teacher writing conferences.

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

Teachers

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

On-going

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments. Summative Assessment: Results from the 2014 FCAT Writing assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, lesson plans, and observations. Summative Assessment: Results from the 2014 FCAT Writing assessment

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, and District interim assessments. Summative Assessment: Results from the 2014 FCAT Writing assessment



**G3.** On the 2013 FCAT 2.0 Mathematics Test, 37% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 54% of students to score at level 3 or above, an increase of 17 percentage points.

**G3.B1** Student performance data from the 2013 FCAT Mathematics Test indicates that 22% of students scored a level 3. The goal is to increase this by 18 percentage points to 40%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems

**G3.B1.S1** Students will be provided with a variety of instructional strategies that will assist in utilizing problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **Action Step 1**

-Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems and utilizing computer assisted instruction programs such as Compass Learning which will provide authentic and rigorous student engagement. -Develop student's abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. -Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement. -Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

#### **Facilitator:**

Compass Learning

#### **Participants:**

Mathematics Teachers

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

**G3.B2** Student performance data from the 2013 FCAT Mathematics Test indicates that 7% of students scored a level 4 or above. The goal is to increase this by 8 percentage points to 15%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems

**G3.B2.S1** Students will be provided with a variety of enrichment activities to extend their learning by incorporating open-ended moderate to high complexity tasks. Students will utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **Action Step 1**

-Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems and utilizing computer assisted instruction programs such as Compass Learning which will provide authentic and rigorous student engagement. -Develop student's abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. -Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement. -Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

### Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

**G3.B3** Student performance data from the 2013 FCAT Mathematics Test indicates that 58% of all students made learning gains. The goal is to increase this by 4 percentage points to 62%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects

**G3.B3.S1** Students will be provided with a variety of instructional strategies that will assist in utilizing problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### **Action Step 1**

-We will use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement. -Support mathematics fluency and problem solving skills in the area of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

### **Plan to Monitor Effectiveness of G3.B3.S1**

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

**G3.B4** Student performance data from the 2013 FCAT Mathematics Test indicates that 75% of the lowest 25% made learning gains. The goal is to increase this by 3 percentage points to 78%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support with multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

**G3.B4.S1** Students will be provided with a variety of instructional strategies and opportunities to use visual models and manipulatives.

### **Action Step 1**

-Identify the lowest performing students based upon instructional needs and provide them additional opportunities to increase their mathematics skills. -Students will be identified and placed in intensive mathematics classes. -We will use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement. -The use of push in tutorial assistance within the classroom will be utilized. -Support mathematics fluency and problem solving skills in the area of geometry and measurement by providing time to practice and apply learned concepts in real-life situations through the use of FCAT Explorer and Compass Odyssey Learning.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

### Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment



**G3.B5** Student performance data from the 2013 FCAT Mathematics Test indicates that the Hispanic, Black, Hispanic, ELL, and ED subgroups did not meet their AMO. Students experienced difficulty with the Reporting category relating to Geometry and Measurement Students need additional support in making sense of real world application problems involving geometry and measurement

**G3.B5.S1** Students will be provided with a variety of models of representation and hands-on activities to develop understanding.

### **Action Step 1**

-Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems and utilizing computer assisted instruction programs such as Compass Learning which will provide authentic and rigorous student engagement. -Provide students the opportunities to utilize problem-solving strategies by implementing discover-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. -Develop student's abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. -Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement. -Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

### Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

**G4.** On the 2013 Administration of the Algebra EOC 92% of students participated in the assessment and 80% of the students that participated scored a 3 or above.

**G4.B1** Student performance data from the 2013 Algebra EOC Test indicates that 27% of students scored at a level 4 or above. The goal is to increase this by 1 percentage point to 28%. Students need to be provided with time to practice and apply learned concepts in real-world situations.

**G4.B1.S1** Students will be provided with a variety of instructional strategies and opportunities to master the content and apply it to real world situations.

### **Action Step 1**

-Students will solve algebraic proportions in real world and mathematical contexts using multiple representations (graphical, tabular, algebraic, and verbal). Students will be able to find ways to combine those perspectives to reach deeper conclusions and connections. -Teachers should attend training in order to assist students as they make sense of problems and persevere in solving them.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 EOC Algebra assessment.

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini assessments. District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments. District interim assessments, Compass Learning, Florida Focus Achieves, Lesson Plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 Algebra I EOC assessment.

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments. District interim assessments, computer assisted program student achievement reports and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments. District interim assessments, Compass Learning, Florida Focus Achieves, Lesson Plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 Algebra I EOC assessment.

**G4.B2** Student performance data from the 2013 Algebra EOC Test indicates that 52% of students scored at a level 3. The goal is to increase this by 1 percentage point to 53%. Students need to be provided with additional opportunities to master the content through the use of technology.

**G4.B2.S1** Students will be provided with a variety of instructional strategies including the daily use of technology to ensure that they achieve a level 3 or above.

### Action Step 1

-Students will integrate the use of technology at least twice a week into their lessons. - Students will be provided with opportunities to practice the content so they will be able to: Apply the laws of exponents to simplify monomial expressions with integral exponents, Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, completely factor polynomials, simplify rational expressions, divide polynomials by monomials. -Teachers will differentiate instruction and will assign computer lessons using Carnegie and Reflex.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Formative: Student authentic work samples, scores on common in-house mini-assessments. District interim assessments, results from Reflex, Carnegie, Compass Learning. Summative Assessment: Results from the 2014 Algebra I EOC and from the CTE course certification examinations.

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

Following the FCIM model, the MTSS will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Summative Assessment: Results from the 2014 Algebra I EOC.

### **Plan to Monitor Effectiveness of G4.B2.S1**

Following the FCIM model, administrators and student services chairperson will review student progress in EOC.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Authentic student work samples, scores on common in-house assessments, District Interim Assessments, Scores for Technology programs such as Carnegie and Reflex.  
Summative Assessment: Results from the 2014 Algebra I EOC.

**G5.** On the 2013 Algebra Test, 52% of students scored at level 3 and 27% of students scored at a level 4 or above. Our Middle School Acceleration goal on the 2014 Algebra EOC is to increase the number of level 3's to 53% and level 4's to 28%.

**G5.B1** Student performance data from the 2013 Algebra EOC Test indicates that 52% of students scored at a level 3. The goal is to increase this by 1 percentage point to 53%. Students need to be provided with additional opportunities to master the content through the use of technology.

**G5.B1.S1** Students will be provided with a variety of instructional strategies and opportunities to practice the content and apply it to real world situations.

### **Action Step 1**

-Students will be able to apply laws of exponents to simplify monomial expressions with integral exponents. -Students will simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. -Students will be able to simplify rational expressions. -Students will be able to divide polynomials by monomials.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 EOC Algebra assessment

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

Following the FCIM model, the MTSS/Rti will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

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

MTSS/Rti

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 Algebra EOC assessment

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

Following the FCIM model, the MTSS/RtI will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 Algebra EOC assessment

**G5.B2** Student performance data from the 2013 Algebra EOC Test indicates that 28% of students scored at a level 4 or above. The goal is to increase this by 1 percentage point to 28%. Students need to be provided with time to practice and apply learned concepts in real-world situations.

**G5.B2.S1** Students will be provided with a variety of instructional strategies and opportunities to master the content and apply it to real world situations.

### Action Step 1

-Students will solve algebraic proportions in real world and mathematical contexts using multiple representations (graphical, tabular, algebraic, and verbal). -Students will be able to find ways to combine those perspectives to reach deeper conclusions and connections. -Teachers should attend training in order to assist students as they make sense of problems and persevere in solving them.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 EOC Algebra assessment

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

Following the FCIM model, the MTSS/Rti will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed.

#### Person or Persons Responsible

MTSS/Rti

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, Lesson plans, observations, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 Algebra EOC assessment

### Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, the MTSS/Rti will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed

#### Person or Persons Responsible

MTSS/Rti

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 Algebra EOC assessment



**G6.** On the 2013 FCAT Science Test, 42% of students scored at level 3 or above. Our goal for the 2014 FCAT Science test is for 48% of students to score at level 3 or above, an increase of 6 percentage points.

**G6.B1** Student performance data from the 2013 FCAT Science Test indicates that 20% of students scored a level 3. The goal is to increase this by 4 percentage points to 24%. Students experienced difficulty with the Reporting category relating to the Nature of Science. Students need additional support in identifying experimental variables and constructing valid conclusions based upon collected data.

**G6.B1.S1** Students will be provided with a variety of instructional strategies that will allow them to identify the test and outcome variables and differentiate between experiments and investigations.

### **Action Step 1**

-Students need additional exposure to available hands-on and computer based activities that are linked to increased rigor through inquiry based learning which reinforces the content in this category. - Students will be scheduled on a weekly basis to complete hands-on inquiry based activities using the 5E model, and computer assisted instruction programs such as Explore Learning Gizmos, Learning Village online programs such as Discovery Education, FCAT Explorer, and Florida Achieve Focus. - Students will also have the opportunity to participate in activities within the Fairchild Challenge Program, SECME program and the Regional Science and Engineering Fair.

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

Teachers

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

On-going

#### **Evidence of Completion**

Formative Assessment: Student scores on common in-house mini-assessments, District interim assessments, projects, Gizmos, Florida Achieves Focus reports and teacher assessment.  
Summative Assessment: Results from the FCAT 2.0 Science assessment.

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

Following the FCIM model, the MTSS/RtI Team will review the grade level results of common assessments, inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate monitoring of student progress and will adjust classroom instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student scores on common in-house mini-assessments, District interim assessments, projects, Gizmos, Florida Achieves Focus reports and teacher assessment. Summative Assessment: Results from the FCAT 2.0 Science assessment.

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

Following the FCIM model, the MTSS/RtI Team will review the grade level results of common assessments, inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student scores on common in-house mini-assessments, District interim assessments, projects, Gizmos, Florida Achieves Focus reports and teacher assessment. Summative Assessment: Results from the FCAT 2.0 Science assessment.

**G6.B2** Student performance data from the 2013 FCAT Science Test indicates that 22% of students scored a level 4 or above. The goal is to increase this by 2 percentage points to 24%. Students experienced difficulty with the Reporting category relating to the Nature of Science. Students need additional support in identifying experimental variables and constructing valid conclusions based upon collected data.

**G6.B2.S1** Students will be provided with a variety of instructional strategies that will allow them to consistently be able to identify the test and outcome variables, and analyze information to make inferences or predictions.

### **Action Step 1**

-Students need additional exposure to available hands-on and computer based activities that are linked to increased rigor through inquiry based learning which reinforces the content in this category. - Students will be scheduled on a weekly basis to complete hands-on inquiry based activities using the 5E model, and computer assisted instruction programs such as Explore Learning Gizmos, Learning Village online programs such as Discovery Education, FCAT Explorer, and Florida Achieve Focus. - Students will also have the opportunity to participate in activities within the Fairchild Challenge Program, SECME program and the Regional Science and Engineering Fair.

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

Teachers

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

On-going

#### **Evidence of Completion**

Formative Assessment: Student scores on common in-house mini-assessments, District interim assessments, projects, Gizmos, Florida Achieves Focus reports and teacher assessment.

Summative Assessment: Results from the FCAT 2.0 Science assessment.

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

Following the FCIM model, the MTSS/RtI Team will review the grade level results of common assessments, inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate monitoring of student progress and will adjust classroom instruction as needed.

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student scores on common in-house mini-assessments, District interim assessments, projects, Gizmos, Florida Achieves Focus reports and teacher assessment. Summative Assessment: Results from the FCAT 2.0 Science assessment.

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

Following the FCIM model, the MTSS/RtI Team will review the grade level results of common assessments, inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student scores on common in-house mini-assessments, District interim assessments, projects, Gizmos, Florida Achieves Focus reports and teacher assessment. Summative Assessment: Results from the FCAT 2.0 Science assessment.

**G7.** Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points.

**G7.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating Project Based Learning in STEM.

**G7.B1.S1** Students participating in STEM related courses and activities will be provided with more opportunities to engage in Project based Learning.

### Action Step 1

-Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM related activities.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

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

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

**G7.B2** In order to increase interest in the STEM program, we need to increase the number of experiences offered for students to participate in such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge.

**G7.B2.S1** Students will be provided with opportunities to apply literacy and STEM related skills when solving real-world problems during a myriad of experiences such as SECME Olympiad, Regional Science Fair, and the Fairchild Challenge.

### **Action Step 1**

-Students will be provided with opportunities to participate in a myriad of experiences such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge. -Teachers will ensure that students apply literacy and STEM related skills when solving real-world problems during competitions.

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

Teachers

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

On-going

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

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

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

## Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

**G8.** Our goal for the 2013-2014 school year is increase student awareness of CTE courses available to them when they enter high school.

**G8.B1** The ability to offer CTE courses as an elective to all grade level students is affected by the large numbers of students who cannot participate because they must take remedial reading and mathematics courses which limits their selection of elective courses.

**G8.B1.S1** All students that are eligible will be able to take courses that lead to industry certification.

### Action Step 1

-Promote CTE awareness, through activities such as CTE month in Feb. 2014, Career Fairs, parent/family night, activities with feeder pattern schools.

### Person or Persons Responsible

Teachers and Administrators

### Target Dates or Schedule

On-going

### Evidence of Completion

Career-Themed registration confirmation and enrollment. Enrollment in CTE courses

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

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

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions. CTE course logs and Industry Certification Exams.

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

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

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions. CTE course logs and Industry Certification Exams.



**G8.B2** CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

**G8.B2.S1** To increase effectiveness of instruction, CTE teachers should obtain industry certification.

**Action Step 1**

-Provide release time for teachers to attend district ICE training and CTE conferences.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Reports from Industry Certification testing providers.

**Facilitator:**

Miami Dade County Public School

**Participants:**

CTE Teacher

**Plan to Monitor Fidelity of Implementation of G8.B2.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Reports from Industry Certification testing providers.

## Plan to Monitor Effectiveness of G8.B2.S1

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

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Reports from Industry Certification testing providers.

**G8.B3** CTE Teachers require further knowledge of industry certification exam (ICE) objectives and/or testing procedures.

**G8.B3.S1** CTE department will work with administration to set up goals, review pacing of preparation materials and set up test schedule using student data.

### Action Step 1

CTE department will work with administration to set up goals, review pacing of preparation materials and set-up test schedule using student data.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Reports from Industry Certification Exams. Test data from pre-tests.

### **Plan to Monitor Fidelity of Implementation of G8.B3.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Reports from Industry Certification Exams. Test data from pre-tests.

### **Plan to Monitor Effectiveness of G8.B3.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Reports from Industry Certification Exams. Test data from pre-tests.

**G8.B4** CTE teachers will require training in the area of Excel, Powerpoint, and Microsoft Word in order to prepare the students for the certification.

**G8.B4.S1** Allow release time for CTE teachers to attend district CTE CCSS training.

**Action Step 1**

-Promote CTE awareness, through activities such as CTE month in Feb. 2014, Career Fairs, parent/ family night, activities with feeder pattern schools.

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Career-Themed registration confirmation and enrollment. Enrollment in CTE courses

**Facilitator:**

Course Certification

**Participants:**

CTE Teacher

**Plan to Monitor Fidelity of Implementation of G8.B4.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions. CTE course logs and Industry Certification Exams.

## Plan to Monitor Effectiveness of G8.B4.S1

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

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions. CTE course logs and Industry Certification Exams.

**G8.B5** The ability to offer accelerated courses to all students enrolled in CTE courses is limited based on the students ability.

**G8.B5.S1** Promote CTE awareness through activities such as a CTE month in February 2014., Feeder Pattern Fair, parent night workshops, PTSA meetings.

### Action Step 1

-Promote CTE awareness, through activities such as CTE month in Feb. 2014, Career Fairs, parent/family night, activities with feeder pattern schools.

### Person or Persons Responsible

Teachers and Administrators

### Target Dates or Schedule

On-going

### Evidence of Completion

Career-Themed registration confirmation and enrollment. Enrollment in CTE courses

### **Plan to Monitor Fidelity of Implementation of G8.B5.S1**

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

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions. CTE course logs and Industry Certification Exams.

### **Plan to Monitor Effectiveness of G8.B5.S1**

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

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

MTSS/RtI

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

Monthly

#### **Evidence of Completion**

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions. CTE course logs and Industry Certification Exams.

**G9.** Our goal for the 2013-2014 school year is to establish high levels of proficiency on the Civics EOC and increase the proficiency of students.

**G9.B1** Based upon results from the District Baseline Assessment and review of the course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts and Reading (Text Complexity) skills to the content areas. Students' baseline score revealed that 0% of the students are proficient.

**G9.B1.S1** Students will be provided with opportunities to develop an understanding of the content-specific vocabulary and vocabulary taught in civics and will have an opportunity to respond to text therefore, enhancing and improving on their writing as it relates to information text.

### **Action Step 1**

-Teachers will utilize District-published lesson plans with assessments aligned to tested End of Course Benchmarks to maximize opportunities for students to master tested content. - Provide students with opportunities to interpret primary and secondary sources of information. - Provide students with opportunities to examine opposing points of view on a variety of issues.

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

Teachers

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

On-going

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments. Summative Assessment: Results from the 2014 EOC Civics assessment.

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student monitoring reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed

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

LLT

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

Monthly

#### **Evidence of Completion**

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments. Summative Assessment: Results from the 2014 EOC Civics assessment.

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

Following the FCIM model, the LLT will review results of student work and common assessment data such as tutorial assessments, in-house mini-assessments, District interim assessments, computer assisted program student achievement reports, and teacher feedback on student progress on a monthly basis to determine progress toward benchmark efficiency and to adjust instruction as needed

#### Person or Persons Responsible

MTSS/Rtl

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments. Summative Assessment: Results from the 2014 EOC Civics assessment.

**G10.** In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by decreasing number of truant students from 12% to 11%, decrease number of students receiving referrals and failing courses

**G10.B1** Our school recognizes that there is a high correlation between school attendance and academic achievement. In monitoring the Early Warning System, our school will increase attendance by reducing the number of students who missed 10% or more of the available instructional time from 12% to 11%.

**G10.B1.S1** Student attendance will increase through close monitoring of student attendance and prevention strategies such as parental awareness and education on the importance of attendance and its impact on student achievement.

#### Action Step 1

-Students who are identified as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

#### Person or Persons Responsible

MTSS/Rtl, Teachers, Attendance Clerk, Administration, School Social Worker, Counselors

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Attendance rosters, attendance contracts, student services documentation.



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

Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance rosters, attendance contracts, student services documentation.

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

Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance rosters, attendance contracts, student services documentation.

**G10.B2** Our school recognizes that there is a high correlation between behavior and academic achievement. In monitoring the Early Warning System, our school will decrease the number of students receiving one or more behavior referrals from 20% to 19%.

**G10.B2.S1** Student's receiving behavior referrals will decrease through a variety of positive behavior interventions and alternative to suspension strategies.

**Action Step 1**

-Teachers, Staff, and Administration will monitor students who receive one or more behavior referrals.  
- Peer mediation teams will be developed as a means of assisting with conflict resolution. - A Positive Behavior System (PBS) with different incentives will be put into action. - A reward system will be establish based upon the Do the Right Thing Program and the grade level student of the month program.

**Person or Persons Responsible**

Teachers, Administration, School Social Worker, Counselors, CSI Instructor

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Attendance rosters, behavior contracts, student services documentation.

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

Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance rosters, behavior contracts, student services documentation.

## Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Attendance rosters, behavior contracts, student services documentation.

**G10.B3** Our school recognizes the importance of student passing courses and increasing academic achievement. In monitoring the Early Warning System, our school will decrease the number of students that fail two or more courses from 4% to 3%.

**G10.B3.S1** Student's receiving failing courses will decrease through a variety of interventions and prevention strategies.

### Action Step 1

-Students who are in danger of failing courses will be provided with additional tutorial assistance and differentiated instruction in the classroom. -Team conferences will be scheduled with students and parents. - Parents will receive interim progress reports, report cards, and failure notices. - Students will be referred to the counselor for academic advisement. -RtI will be started for students that are struggling to determine cause.

### Person or Persons Responsible

Teachers, Counselors

### Target Dates or Schedule

On-going

### Evidence of Completion

Interim Progress Reports, Report Cards, Teacher failure notices, District Interim Assessments

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

Following the FCIM, Interim progress reports, report cards, and failure notices will be used to monitor student achievement.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Interim Progress Reports, Report Cards, Teacher failure notices, District Interim Assessments

### **Plan to Monitor Effectiveness of G10.B3.S1**

Following the FCIM, Interim progress reports, report cards, and failure notices will be used to monitor student achievement.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Interim Progress Reports, Report Cards, Teacher failure notices, District Interim Assessments

## 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 Lawton Chiles Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities during school tutoring pull-out and push-in programs, 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 students and families. The school based Title I Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at Lawton Chiles Middle School. Academic Department Leadership 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 Lawton Chiles Middle 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) to complete. Other components that are integrated into the school-wide include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as the homeless, migrant, and neglected and delinquent students. In addition, the Student Service counselors and special instructional personnel at Lawton Chiles Middle School will implement prevention programs throughout the school year focusing on bullying, anger management, conflict resolution, alternative to suspension, character education, and at-risk screening.

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

Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Programs.

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

- Training to certify qualified mentors for the New Teacher (MIONT) 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 Lawton Chiles use Title II funds 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 (6-8)
- parent outreach activities (6-8) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and the content area teachers.

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, 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 I 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) Lawton Chiles will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Program - NA

Nutrition Programs

- 1) Lawton Chiles Middle School adheres to and implements the nutritional 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 - NA

Adult Education - NA

Career and Technical Education Lawton Chiles utilizes the Florida Choices Assessment to match students with their skills and interests to career pathways available to the students in the academies, magnet and IB programs at the high school level.

Job Training - NA

Other - NA

## 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.*

**G3.** On the 2013 FCAT 2.0 Mathematics Test, 37% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 54% of students to score at level 3 or above, an increase of 17 percentage points.

**G3.B1** Student performance data from the 2013 FCAT Mathematics Test indicates that 22% of students scored a level 3. The goal is to increase this by 18 percentage points to 40%. Students experienced difficulty with the Reporting category relating to Geometry and Measurement. Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems

**G3.B1.S1** Students will be provided with a variety of instructional strategies that will assist in utilizing problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

### PD Opportunity 1

-Students need additional support in developing appropriate geometric and measurement exploration projects to solve real world problems and utilizing computer assisted instruction programs such as Compass Learning which will provide authentic and rigorous student engagement. -Develop student's abilities to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. -Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement. -Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

#### Facilitator

Compass Learning

#### Participants

Mathematics Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work folders, portfolios, teacher created assessments. Formative Assessment: Student work samples and scores on common in-house mini-assessments, District interim assessments, Compass Learning, Florida Focus Achieves, and FCAT Explorer student achievement reports. Summative Assessment: Results from the 2014 FCAT 2.0 Mathematics assessment

**G8.** Our goal for the 2013-2014 school year is increase student awareness of CTE courses available to them when they enter high school.

**G8.B2** CTE teachers need instruction in preparing students for industry certification exams (ICE), using data for instruction.

**G8.B2.S1** To increase effectiveness of instruction, CTE teachers should obtain industry certification.

**PD Opportunity 1**

-Provide release time for teachers to attend district ICE training and CTE conferences.

**Facilitator**

Miami Dade County Public School

**Participants**

CTE Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Reports from Industry Certification testing providers.

**G8.B4** CTE teachers will require training in the area of Excel, Powerpoint, and Microsoft Word in order to prepare the students for the certification.

**G8.B4.S1** Allow release time for CTE teachers to attend district CTE CCSS training.

**PD Opportunity 1**

-Promote CTE awareness, through activities such as CTE month in Feb. 2014, Career Fairs, parent/ family night, activities with feeder pattern schools.

**Facilitator**

Course Certification

**Participants**

CTE Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Career-Themed registration confirmation and enrollment. Enrollment in CTE courses



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 52% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 62% of students to score at level 3 or above, an increase of 10 percentage points.	\$1,500
G7.	Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points.	\$500
G10.	In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by decreasing number of truant students from 12% to 11%, decrease number of students receiving referrals and failing courses	\$1,000
Total		\$3,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
EESAC	\$2,000	\$1,000	\$3,000
Total	\$2,000	\$1,000	\$3,000

### Budget Details

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

**G1.** On the 2013 FCAT 2.0 Reading, 52% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 62% of students to score at level 3 or above, an increase of 10 percentage points.

**G1.B3** Student performance data from the 2013 FCAT Reading Test indicates that 71% of all students made learning gains. The goal is to increase this by 3 percentage points to 74%. Students experienced difficulty with Reporting category 1 – Vocabulary. Students need additional support in deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

**G1.B3.S1** Students will be provided with a variety of instructional strategies that will allow them to receive explicit vocabulary instruction

**Action Step 1**

- Students will engage in affix or root word activities

**Resource Type**

Evidence-Based Program

**Resource**

Provide pull-out tutorial interventions

**Funding Source**

EESAC

**Amount Needed**

\$1,500

**G7.** Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points.

**G7.B2** In order to increase interest in the STEM program, we need to increase the number of experiences offered for students to participate in such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge.

**G7.B2.S1** Students will be provided with opportunities to apply literacy and STEM related skills when solving real-world problems during a myriad of experiences such as SECME Olympiad, Regional Science Fair, and the Fairchild Challenge.

**Action Step 1**

-Students will be provided with opportunities to participate in a myriad of experiences such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge. -Teachers will ensure that students apply literacy and STEM related skills when solving real-world problems during competitions.

**Resource Type**

Evidence-Based Program

**Resource**

Provide students with opportunities to attend all competitions.

**Funding Source**

EESAC

**Amount Needed**

\$500

**G10.** In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by decreasing number of truant students from 12% to 11%, decrease number of students receiving referrals and failing courses

**G10.B2** Our school recognizes that there is a high correlation between behavior and academic achievement. In monitoring the Early Warning System, our school will decrease the number of students receiving one or more behavior referrals from 20% to 19%.

**G10.B2.S1** Student's receiving behavior referrals will decrease through a variety of positive behavior interventions and alternative to suspension strategies.

### **Action Step 1**

-Teachers, Staff, and Administration will monitor students who receive one or more behavior referrals.  
- Peer mediation teams will be developed as a means of assisting with conflict resolution. - A Positive Behavior System (PBS) with different incentives will be put into action. - A reward system will be establish based upon the Do the Right Thing Program and the grade level student of the month program.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Resources will be purchased to develop a PBS store to reward students for good behavior and to plan incentive activities.

#### **Funding Source**

EESAC

#### **Amount Needed**

\$1,000