



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

---

---

### **Miami Lakes Middle School**

6425 MIAMI LAKEWAY N

Hialeah, FL 33014

305-557-3900

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

---

## School Demographics

---

**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
87%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
96%

---

## School Grades History

---

**2013-14**  
B

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

**2009-10**  
A

---

## SIP Authority and Template

---

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

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

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

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>18</b>
<b>Goals Summary</b>	<b>24</b>
<b>Goals Detail</b>	<b>25</b>
<b>Action Plan for Improvement</b>	<b>38</b>
<b>Part III: Coordination and Integration</b>	<b>86</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>89</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>94</b>

---

## Purpose and Outline of the SIP

---

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

### Part I: Current School Status

---

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

### Part II: Expected Improvements

---

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

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

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

### Part III: Coordination and Integration

---

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

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

---

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

### Appendix 2: Budget to Support Goals

---

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Miami Lakes Middle School

##### Principal

Manuel Sanchez Iii

##### School Advisory Council chair

Lisa Deyarza

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

Name	Title
Dr. Manuel Sanchez III	Principal
Rafael Crespo	Assistant Principal
Nora J. Bueno	Assistant Principal
Beverly Maier	Language Arts Dept. Chair
Erin Anding	Science Dept. Chair
Lisa Deyarza	Social Studies Dept. Chair
Jenel Romero	ELL Dept. Chair
Omaida Torres	Mathematics Dept. Chair
Mary T. Sierra	ESE Dept. Chair
Diedre Pettaway	Electives Dept. Chair
Maria Macias	Guidance Counselor
Marly Hernandez	TRUST Counselor
Hector Abad	School Social Worker
Dr. Stacy Davids	School Psychologist

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

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

**Involvement of the SAC in the development of the SIP**

The Miami Lakes Middle School Advisory Council has been involved in the development and monitoring of our school improvement plan via monthly scheduled EESAC meetings. During the course of these meetings SAC members have provided ideas and made recommendations which have directed, and guided the creation of this document.

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

The Miami Lakes Middle SAC will continue to develop/monitor the School Improvement Plan, advise the principal on the development of the school budget, and direct allocated SAC funds to provide needed resources toward activities described in this plan and projects that may arise during the course of the school year as the data exhibits changing needs.

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

\$2,999.00 will be transferred to the school’s internal fund for small purchases such as awards and recognition programs provided as positive reinforcement to all students achieving improvement as evidenced by interim assessments and/or classroom performance. The approximately \$1,500 remaining will be set aside for data directed programs developed during the course of the school year to provide large scale remediation/interventions as exhibited on interim assessments.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Manuel Sanchez Iii**

Principal

Years as Administrator: 11

Years at Current School: 3

**Credentials**

Doctorate in Ed. Leadership,  
 MS in ESE,  
 BS in ESE;  
 Professional Educator's:  
 ESE K-12, ESOL K-12, Leadership K-12

**Performance Record**

2013 – School Grade – C  
 Rdg. Proficiency, 58%  
 Math Proficiency, 58%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 62 points  
 Math Imp. of Lowest 25% - 67 points  
 Rdg. AMO –No  
 Math AMO–No  
 2012 – School Grade – B  
 Rdg. Proficiency, 57%  
 Math Proficiency, 56%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% - 66 points  
 Math Imp. of Lowest 25% - 61 points  
 Rdg. AMO –No  
 Math AMO–No  
 '11 '10 '09  
 School Grade A A A  
 AYP N Y Y  
 High Standards Rdg 81 83 83  
 High Standards Math 91 87 87  
 Lrng Gains Rdg 63 74 72  
 Lrng Gains Math 63 54 63  
 Gains Rdg 25% 62 68 70  
 Gains Math 25% 64 57 68



**Nora J. Bueno**

Asst Principal

Years as Administrator: 13

Years at Current School: 3

**Credentials**

Degrees: BS History  
 MS Educational Leadership  
 Certifications: History, Ed. Leadership, Gifted Endorsement

**Performance Record**

2013 – School Grade – C  
 Rdg. Proficiency, 58%  
 Math Proficiency, 58%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 62 points  
 Math Imp. of Lowest 25% - 67 points  
 Rdg. AMO –No  
 Math AMO–No  
 2012 – School Grade – B  
 Rdg. Proficiency, 57%  
 Math Proficiency, 56%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% - 66 points  
 Math Imp. of Lowest 25% - 61 points  
 Rdg. AMO –No  
 Math AMO–No  
 ‘11 ‘10 ‘09  
 School Grade B B B  
 AYP N N N  
 High Standards Rdg 53 58 51  
 High Standards Math 57 56 56  
 Lrng Gains Rdg 62 67 68  
 Lrng Gains Math 69 68 69  
 Gains Rdg 25% 68 73 78  
 Gains Math 25% 71 73 77



**# ESOL endorsed**

15, 32%

**# reading endorsed**

8, 17%

**# with advanced degrees**

21, 45%

**# National Board Certified**

2, 4%

**# first-year teachers**

2, 4%

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

3, 6%

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

26, 55%

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

16, 34%

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

1

**# Highly Qualified**

1, 100%

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

1

**# 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**

The assistant principal of curriculum will be responsible for the implementation of targeted professional development opportunities to ensure that all teachers attain the certifications/endorsements necessary to develop/maintain highly qualified effective instructor status. Additionally, professional learning communities will be formed in order to provide lesson study opportunities, and a school wide culture of collegiality. Highly effective teachers will be offered stipends and supplemental pay for additional teaching and tutoring sessions.

**Teacher Mentoring Program/Plan**

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

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

Miami Lakes Middle School will offer teachers mentoring opportunities by partnering them with veteran and proven successful colleagues from within the school to work with them on a daily basis. To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following two courses:

- I. Overview of Mentoring and Induction for New Teachers (MINT)
- II. Introduction to Instructional Mentoring

Mentees and mentors will meet with the assistant principal of curriculum bi-weekly to discuss and monitor progress/needs. Additionally, the school will provide in-house and district sponsored professional development targeted to meet the needs of the mentee.

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

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

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

The MTSS Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

Dr. Manuel Sanchez III, Principal  
 Rafael Crespo, Assistant Principal of Curriculum  
 Beverly Maier, Language Arts Dept. Chair  
 Omaid Torres, Mathematics Dept. Chair  
 Erin Anding, Science Dept. Chair  
 Lisa Deyarza, Social Studies Dept. Chair  
 Mary T. Sierra, SPED Dept. Chair  
 Jenel Romero, ELL Dept.  
 Diedre Pettaway, Electives Dept.  
 Dr. Stacy Davids, School Psychologist  
 Maria Macias, Guidance Counselor  
 Marly Hernandez, TRUST Counselor  
 Hector Abad, Social Worker

Administrators are responsible for monitoring the fidelity of the school's MTSS, and the provision of professional development and collegial opportunities, as well as resources to support the needs of the MTSS leadership team.

Department chairs/coach will be responsible for the disaggregation, and analysis of data reports as well as leading data chats within their respective departments.

Student service personnel will be responsible for the monitoring of attendance and behavioral reports, and the dissemination of this information to the leadership team.

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

MTSS leadership team participation in departmental meetings, leadership team meetings, EESAC meetings, continual data analysis, data chats, trend analysis, gradebook analysis, SCM reports, attendance reports, and classroom observations.

**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**

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, District Interim Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading

End of year: FAIR, AIMS web, FCAT

Frequency of Data Days: twice a month for data analysis

Miami Lakes Middle School will utilize the EduSoft assessment management system to manage the baseline and interim benchmark exam data for Mathematics, Language Arts, and Science.

Behavioral Trends for groups and individuals, as well as attendance reports as provided by the district generated data and our gradebook manager. Additionally, student engagement will be monitored via periodic classroom visitations/observations, and the analysis of the gradebook by administration.

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

All staff members at Miami Lakes Middle School have participated in the FLDOE MTSS/RtI workshop. The MTSS Leadership team will meet bi-weekly to evaluate additional staff PD needs, and determine where further interventions are needed.

Additionally, support and capacity building of MTSS will be based upon the information from [http://www.floridarti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Weekend Program**Minutes added to school year:** 1,800

Miami Lakes Middle provides students with Saturday academy sessions.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Core subject area bi-weekly and interim assessment data will be generated and dis-aggregated based on standards by subgroup, teacher, class, program, and individual students. All teachers will be responsible for the pulling and analysis of their respective student data.

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

The MTSS leadership team will assist in the analysis process to ensure clear understanding of reports and intervention/remediation strategies necessitated. Monthly behavioral and attendance reports will be generated, and analyzed by student services to monitor the success of any intervention programs/strategies implemented.

**Strategy:** Extended Day for All Students**Minutes added to school year:** 2,400

Miami Lakes Middle provides students with daily before/after school tutoring, and “Beyond the Bell” online virtual activities.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Core subject area bi-weekly and interim assessment data will be generated and dis-aggregated based on standards by subgroup, teacher, class, program, and individual students. All teachers will be responsible for the pulling and analysis of their respective student data.

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

The MTSS leadership team will assist in the analysis process to ensure clear understanding of reports and intervention/remediation strategies necessitated. Monthly behavioral and attendance reports will be generated, and analyzed by student services to monitor the success of any intervention programs/strategies implemented.

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,400

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Core subject area bi-weekly and interim assessment data will be generated and dis-aggregated based on standards by subgroup, teacher, class, program, and individual students. Administration will also conduct observations and walkthroughs to ensure that strategies acquired are being implemented with fidelity.

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

The MTSS leadership team will assist in the analysis process to ensure clear understanding of reports and intervention/remediation strategies necessitated. Monthly behavioral and attendance reports will be generated, and analyzed by student services to monitor the success of any intervention programs/strategies implemented.

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Nora J. Bueno	Assistant Principal
Rafael Crespo	Assistant Principal
Rachel Diaz	Language Arts Teacher
Tracie Pullum	Language Arts Teacher
Marie Parker	Social Studies Teacher
Rebecca Mazzorana	Mathematics Teacher
Ana Peña	Music Teacher
Olga Symonette	Reading & French Teacher
Beverly Maier	Language Arts Dept. Chair
Erin Anding	Science Dept. Chair
Dennis Wilson	Student Services
Maria Macias	Guidance Counselor

### **How the school-based LLT functions**

The team will meet on the last Friday of each month to debrief on assessments such as district Benchmark assessments and FAIR state assessments in an effort to target skills in need of reinforcement through the Language Arts, Reading and Math classes. Content area teachers will be made aware of the deficiencies and skills that needed to be targeted so they will be able to incorporate them in their lesson plans. During these meetings, team members will share literacy activities that will be implemented through the various depts., Reading will be stressed school wide during various homerooms and content areas; students will listen to audio books while they follow along in the novels this will be followed by Accelerated Reader tests; the Language Arts and Reading teachers will input AR test scores as grades in their grade books; shout outs will be done monthly to recognize teachers and classrooms that have completed novels. Students with the highest point totals in AR for each month in each grade level will be given a “shout out” on the morning announcements; the top three Language Arts teachers with the highest AR points will also be recognized in a shout out. At the end of the year, students that have met their AR goal and have passing grades in all subjects for the year as well as good conduct grades will be recognized as Ambassadors for the Holly Read Hall of Fame, and their names will be put on a plaque that hangs on the mural near the office. Teachers will also be recognized and given awards according to the number of novels completed. Students will also be allowed to participate in a field day in May if they meet their AR goal and complete reading logs from January through March; each department will create games based upon benchmarks, a DJ, prizes and t-shirts will be given to the students. This year’s theme will be developed through the collaborative efforts of school community stakeholders.

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

We intend to continue what we did this past year; more teachers have expressed interest in completing novels during homeroom. We want to expand the AR program and the Reading Ambassadors; we also want to include more novels in the content area and continue providing in-service training for teachers on effective reading strategies; teachers will continue to use CRISS strategies to help students develop better comprehension skills.

The principal will promote the Reading Leadership Team (RLT) as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

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

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

Through the use of “CRISS” strategies, every teacher contributes to every student’s reading improvement. Teachers will utilize CRISS strategies such as Graphic Organizers in Language Arts, Social Studies, and Business Technology classes. Mathematics and Science classes will implement reciprocal teaching, and summarizing technique strategies. Additionally, teachers will utilize “audio-books” and classroom libraries in core subjects as well as homerooms, and elective courses. Teachers will review assessment data to determine student weaknesses. Mathematics and Science teachers will focus on word problems, and technical vocabulary. In addition, elective teachers will be paired with core teachers to facilitate the implementation of the school wide reading programs. The progress and effectiveness of these strategies will be monitored using data generated from district interim assessments, reading logs, and AR testing.

## **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**

Miami Lakes Middle offers a Cambridge International Studies advanced academic program that focuses on an accelerated Mathematics and Science curriculum infusing many opportunities for students to explore science, technology and mathematics careers. Additionally, our Legal Studies magnet program provides students an enriched curriculum with a focus on civics and law studies, which will allow students to experience various career choices within the legal and governmental fields.

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

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

Miami Lakes Middle School offers students interested in taking accelerated high school courses during the middle grades the opportunity to gain up to six high school credits while still in middle school. This enables them to eventually take dual enrollment courses while in high school. Additionally, those students not enrolled in our accelerated programs receive rigorous next grade level coursework which exceeds that of the general curriculum, and prepares them for their future academic endeavors.

## 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	63%	58%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	55%	53%	No	60%
Hispanic	63%	58%	No	66%
White	76%	59%	No	78%
English language learners	40%	22%	No	46%
Students with disabilities	37%	24%	No	43%
Economically disadvantaged	60%	54%	No	64%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	217	25%	32%
Students scoring at or above Achievement Level 4	271	31%	34%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	66%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	69	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	15%	24%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	

**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	139	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	58%	No	67%
American Indian		0%		
Asian		0%		
Black/African American	59%	54%	No	63%
Hispanic	63%	59%	No	67%
White	76%	46%	No	78%
English language learners	53%	31%	No	57%
Students with disabilities	42%	29%	No	48%
Economically disadvantaged	61%	55%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	230	28%	39%
Students scoring at or above Achievement Level 4	199	24%	29%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		50%	55%
Middle school performance on high school EOC and industry certifications		98%	98%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	26%	26%
Students scoring at or above Achievement Level 4	36	72%	72%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		3%
Students scoring at or above Achievement Level 4	29	94%	94%

**Area 4: Science****Elementary School Science**

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

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

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	23%	27%
Students scoring at or above Achievement Level 4	71	24%	26%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	35	4%	6%

**Area 6: Career and Technical Education (CTE)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	114	12%	11%
Students who fail a mathematics course	20	2%	1%
Students who fail an English Language Arts course	26	3%	2%
Students who fail two or more courses in any subject	25	3%	2%
Students who receive two or more behavior referrals	153	17%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	160	17%	16%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

\*Please see Parental Involvement Plan (PIP)

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

**Area 10: Additional Targets**

**Additional targets for the school**

N/A

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

## Goals Summary

- G1.** The results of the 2012-2013 FCAT Reading Test indicates that 58% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 8 percentage points to 66%.
- G2.** The results of the 2013 FCAT Writing Test indicates that 47% of the students achieved proficiency Levels 3.5 or above. Our goal for 2014 is to increase the number of students achieving proficiency Levels 3.5 or above by 5 percentage points to 52%.
- G3.** The results of the 2012-13 FCAT Mathematics Test indicates that 58% of all students students made satisfactory progress. Our goal for the 2013-14 school year is to increase the number of students making progress by 9 percentage points to 67%.
- G4.** Our 2013-14 goal for middle school acceleration is to have at least a 5 percentage point increase in participation from 50% to 55%, and to maintain or improve our 98% proficiency performance from the 2012-13 school year.
- G5.** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 98% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 98%.
- G6.** The results of the 2012-2013 Geometry EOC Exam indicates that 97% of our students achieved Level 3 or better performance. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 97%.
- G7.** 2014-15 will be our first year administering the Civics EOC, baseline data was used to determine the goal and area of concern. Our goal for the 2014-15 Civics EOC assessment is to improve the number of students scoring at level 3 proficiency or above.
- G8.** The results of the 2012-2013 FCAT Science Test indicates that 47% of the students achieved Level 3 or above performance. Our goal for the 2013-2014 school year is to increase Level 3 and above performance by 6 percentage points to 53%.
- G9.** Our goal for the 2013-14 school year Biology EOC students scoring at level 3 or above based on the interim assessment results, is to improve on the number of students scoring proficient on the 2014 Biology EOC assessment.
- G10.** Miami Lakes Middle currently participates in the District's Science Fair & Fairchild Challenge, which account for about 4% overall student participation. For the 2013-14 school year we will increase participation by 2 percentage points to 6%.
- G11.** In the 2012-13 school year preparation programs for CTE courses were delivered through the Social Studies and Business technology courses via [www.flchoices.org](http://www.flchoices.org). For the 2013-14 school year CTE courses will continue to be delivered through these courses.



- G12.** The 2012-13 Attendance, Suspension, and Failure Reports indicate that our students would benefit from a reduction in missed instructional time. Our goal for the 2013-14 school year is to increase overall attendance by at least 1 percentage point.

## Goals Detail

**G1.** The results of the 2012-2013 FCAT Reading Test indicates that 58% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 8 percentage points to 66%.

### **Targets Supported**

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

- ELL/Migrant Grant to fund before and after school tutoring

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

- The results of the 2012-2013 FCAT Reading Test indicates that 58% of the Hispanic students made satisfactory progress. Our target for the 2013-2014 school year is to increase the number of Hispanic students making satisfactory progress by 8 percentage points. Black students scored 53% proficient, and our target for the 2013-14 school year is to increase proficiency by 7 percentage points to 60%. ELL students scored 22% proficient, and our 2013-14 target will be to increase proficiency by 24 percentage points to 46% proficient. Students with Disabilities (SWD) scored 24% proficient, and our 2013-14 target will be to increase proficiency by 19 percentage points to 43%. Our Economically Disadvantaged (ED) students scored 54% proficient, and our target for the 2013-14 school year is to increase proficiency by 10 percentage points to 64%. All students in the aforementioned subgroups struggled with an accurate and concise understanding of the material which led to a misconception of the essential message of the text. Limited practice re-reading and identifying implied main idea from a variety of texts has hindered progress in this area.
- The results of the 2012-2013 FCAT Reading Test indicates that 25% of the students achieved Level 3 proficiency. Our target for the 2013-2014 school year is to increase Level 3 proficiency by 3 percentage points to 28%. The area in which FCAT level 3 students demonstrated least success was reporting category 2 - Reading Application. Students required additional support to make inferences, draw conclusions, and identify implied main idea and author's purpose. This may be due to the lack of understanding of the author's perspective, style, and technique.
- The results of the 2012-2013 FCAT Reading Test indicates that 31% of the students achieved Level 4 & 5 proficiency. Our target for the 2013-2014 school year is to increase Level 4 & 5 proficiency by 1 percentage point to 32%. The area in which FCAT Level 4 & 5 students displayed a greater need was reporting category 2 - Reading Application. This is due to the need for students to spend more time analyzing text structures and text features to identify how they affect meaning in text.
- The results of the 2012-2013 FCAT Reading Test indicates that 68% of the students made learning gains. Our target for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 71%. The area in which students making learning gains exhibited least success on the 2013 Reading FCAT 2.0 administration was reporting category 2 - Reading Application. These students apparently experienced difficulty identifying cause-and-effect relationships in text.
- The results of the 2012-13 FCAT Reading Test indicates that 62% of the students in the lowest 25% made learning gains. Our target for the 2013-14 school year is to increase the number of students in the lowest 25% making learning gains by 4 percentage pts. The area in which students in the lowest 25% making learning gains exhibited least success on the 2012-13 FCAT 2.0 Reading assessment was reporting category 2 – Reading Application. These students exhibited some inability to recognize the author's use of reference and descriptive, natural, and figurative language.
- The results of the 2012-2013 CELLA Listening/speaking portion indicates that 40% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of

proficient ELL students by 6 percentage points to 46%. In order to increase the percentage of students acquiring and attaining English language proficiency in Oral skills, students need additional support in the use of substitution, and meaningful language practice.

- The results of the 2012-2013 CELLA Reading portion indicates that 23% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of proficient ELL students by 8 percentage points to 31%. ELL students scoring proficient in Reading necessitated more extensive practice using context clues to define unfamiliar words.
- The results of the 2012-2013 CELLA Writing portion indicates that 15% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of proficient ELL students by 9 percentage points to 24%. English Language Learners scoring proficient in Writing require further development of writing skills by extending exposure time to informational writing.

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

The MTSS will analyze data identify and determine progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

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

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

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

Monthly

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

Results from the 2014 FCAT 2.0 Reading administration

**G2.** The results of the 2013 FCAT Writing Test indicates that 47% of the students achieved proficiency Levels 3.5 or above. Our goal for 2014 is to increase the number of students achieving proficiency Levels 3.5 or above by 5 percentage points to 52%.

#### **Targets Supported**

- Writing

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

- Graphic organizers, outlines, and charts

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

- Level 3.5 and higher students in the 8th grade as indicated by the 2013 FCAT Writing Test require additional support in order for them to develop the skills necessary to supply enough supporting details to obtain a higher score on the assessed persuasive writing.

## Plan to Monitor Progress Toward the Goal

will monitor the progress toward the goal

**Person or Persons Responsible**

The Literacy Leadership Team (LLT) along with administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Results from the 2014 FCAT 2.0 Writing assessment

**G3.** The results of the 2012-13 FCAT Mathematics Test indicates that 58% of all students made satisfactory progress. Our goal for the 2013-14 school year is to increase the number of students making progress by 9 percentage points to 67%.

### **Targets Supported**

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

- Computer Lab with internet access
- Compass Learning web-based mathematics program
- Reflex web-based mathematics program

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

- The results of the 2012-2013 FCAT Mathematics Test indicates that 59% of the Hispanic students made satisfactory progress. Our target for the 2013-2014 school year is to increase the number of Hispanic students making progress by 8 percentage points to 67%. 54% of Black students scored proficient, and our 2013-14 target is to increase proficiency by 9 percentage points to 63%. Additionally, 31% of ELL students were proficient, and our target for the 2013-14 school year is to increase proficiency by 26 percentage points to 57%. Students with Disabilities (SWD) scored 29% proficient, and our 2013-14 target will be to increase proficiency by 19 percentage points to 48%. Our Economically Disadvantaged (ED) subgroup of students scored 55% proficient, and our 2013-14 target will be to increase proficiency by 10 percentage points to 65% proficient. The area of least success for all students in the aforementioned subgroups as indicated by the 2013 FCAT Mathematics Test was reporting category 3 - Geometry and Measurement. Insufficient real world lessons involving meaningful problem solving activities related to measurement and conversions impacted these results.
- The results of the 2012-2013 FCAT Mathematics Test indicates that 28% of the students achieved Level 3 proficiency. Our target for the 2013-2014 school year is to increase Level 3 proficiency by 3 percentage points to 31%. The area of least success for level 3 students in all grade levels as indicated by the 2013 FCAT Mathematics Test is reporting category 3 - Geometry and Measurement. This is due to the insufficient opportunities to translate textbook knowledge to real world situations and problems.
- The results of the 2012-13 FCAT Mathematics Test indicates that 24% of the students achieved Levels 4 and 5 proficiency. Our target for the 2013-14 school year is to increase the number of students achieving Level 4 and 5 proficiency by 1 percentage points. The area of least success for level 4 & 5 students in all grades as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. This is due to a need for additional enrichment activities, projects, and investigations involving measurement and geometry exercises based on real world situations.
- The results of the 2012-2013 FCAT Mathematics Test indicates that 71% of the students made learning gains in mathematics. Our target for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 74%. The area of least success for students making learning gains in all grade levels as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement. reporting category 3. Students need to be exposed to diverse methods of measurement (direct and indirect), and the accessibility to the appropriate tools in order to improve this identified deficiency.
- The results of the 2012-13 FCAT Mathematics Test indicates that 67% of the students in the lowest 25% made learning gains in mathematics. Our target for the 2013-14 school year is to increase this number by 3 percentage points to 70%. The area of least success for students in the lowest 25% making learning gains in all grade levels as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. Students need

more exposure to hands on measurement activities. However the inaccessibility and lack of training using these materials is hindering implementation.

### Plan to Monitor Progress Toward the Goal

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

#### Person or Persons Responsible

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Results from the 2014 FCAT 2.0 administration

**G4.** Our 2013-14 goal for middle school acceleration is to have at least a 5 percentage point increase in participation from 50% to 55%, and to maintain or improve our 98% proficiency performance from the 2012-13 school year.

#### Targets Supported

#### Resources Available to Support the Goal

- iPrep/iMath lab
- Carnegie Learning web-based program
- Reflex Math web-based program

#### Targeted Barriers to Achieving the Goal

- Based on our 2012-13 enrollment for high school EOC courses 50% of the eligible students participated in an accelerated course. Our school will increase the number of students participating in these courses by 5 percentage points to 55% enrollment. Student enrollment in these courses has been relatively low due to limited eligibility standards, which required students to be enrolled in an advanced or gifted class in order to meet the criteria for eligibility.
- The results of the 2012-2013 EOC Exams report indicates that 98% of the students achieved Level 3 performance or above. Our target for the 2013-2014 school year is to maintain or improve Level 3 and above performance of 98%. Students have not been previously placed in these courses because prior mathematical and science preparation was not adequate to support the successful completion of these courses. Building a strong Mathematical and Science foundation prior to their eighth grade school year will be beneficial in enabling them to be eligible, and achieve success in class and on the end of course examination.

## Plan to Monitor Progress Toward the Goal

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

### Person or Persons Responsible

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Results from the 2014 EOC administrations

**G5.** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 98% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 98%.

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Saturday Academy funds

### Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Algebra 1 EOC Exam indicates that 26% of the students achieved Level 3 performance. Our target for the 2013-2014 school year is to maintain or improve Level 3 performance of 26%.Based on the results of the 2013 Algebra 1 EOC assessment the area of concern for students achieving level 3 proficiency was reporting category 2: Polynomials. Insufficient exposure to the application of polynomials in real world problem solving situations was a barrier to achieving greater success on this Algebraic strand.
- The results of the 2012-2013 Algebra 1 EOC Exam indicates that 72% of the students achieved Levels 4 and 5 performance. Our target for the 2013-2014 school year is to maintain or improve levels 4 and 5 performance of 72%%. According to the results of the 2013 Algebra EOC assessment students scoring at level 4 and 5 struggled somewhat with reporting category 3 Polynomials. These students require additional practice time developing a meaningful understanding of polynomials. Greater support of the laws of exponents, and the factorization of polynomials in real world problem solving situations was evidently necessary to achieve greater success on this Algebraic strand.

## Plan to Monitor Progress Toward the Goal

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

### Person or Persons Responsible

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Results from the 2014 Algebra 1 EOC administration

**G6.** The results of the 2012-2013 Geometry EOC Exam indicates that 97% of our students achieved Level 3 or better performance. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 97%.

### Targets Supported

- Geometry EOC

### Resources Available to Support the Goal

- Existing school owned manipulative items, graphing calculators, and textbook related web program.

### Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Geometry EOC Exam indicates that 3% of the students achieved Level 3 performance. Our goal for the 2013-2014 school year is to maintaining or improving our Level 3 performance of 3%.Based on the results of the 2013 Geometry EOC assessment the area of concern for students achieving level 3 performance was reporting category 3: trigonometry and Discrete Mathematics. Insufficient time provided for students to apply trigonometry and discrete mathematics in real world situations.
- The results of the 2012-2013 Geometry EOC Exam indicates that 94% of the students achieved Level 4 or above performance. Our goal for the 2013-2014 school year is to maintain or improve our level 4 performance of 94%. Based on the results of the 2013 Geometry EOC assessment the area of concern for students achieving level 4 and above performance was reporting category 3: Trigonometry and Discrete Mathematics. Insufficient time provided for students to apply trigonometry and discrete mathematics in real world situations.



### Plan to Monitor Progress Toward the Goal

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

#### Person or Persons Responsible

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Results from the 2014 Geometry EOC administration

**G7.** 2014-15 will be our first year administering the Civics EOC, baseline data was used to determine the goal and area of concern. Our goal for the 2014-15 Civics EOC assessment is to improve the number of students scoring at level 3 proficiency or above.

#### Targets Supported

- Civics EOC

#### Resources Available to Support the Goal

- Prime source materials, textbook content, and web resources.

#### Targeted Barriers to Achieving the Goal

- The area in which students taking the civics baseline assessment demonstrated least success was reporting category 2 – Organization and Function of Government. Students exhibited difficulty in transferring Writing and Language Arts skills to the civics content area.

### Plan to Monitor Progress Toward the Goal

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

#### Person or Persons Responsible

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Results from the 2015 Civics EOC administration

**G8.** The results of the 2012-2013 FCAT Science Test indicates that 47% of the students achieved Level 3 or above performance. Our goal for the 2013-2014 school year is to increase Level 3 and above performance by 6 percentage points to 53%.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

- GIZMOS district sponsored web-based program

**Targeted Barriers to Achieving the Goal**

- The results of the 2012-2013 FCAT Science Test indicates that 23% of the students achieved Level 3 performance. Our target for the 2013-2014 school year is to increase Level 3 performance by 4 percentage points to 27%. The area of least success for level 3 students in the 8th grade as indicated by the 2013 FCAT 2.0 Science Test was reporting category 1 – Nature of Science. This is due to the limited amount of time spent on labs relating textbook knowledge to real world experiences using controlled experiments and variables.
- The results of the 2012-13 FCAT Science Test indicates that 24% of the students achieved Levels 4 & 5 performance. Our target for the 2013-14 school year is to increase the number of students scoring at or above Levels 4 & 5 performance by 2 percentage points to 26%. The area of least success for level 4 & 5 students in the 8th grade as indicated by the 2013 FCAT Science Test was the Nature of Science reporting category 1. Students achieving this level of success need more enrichment activities such as exploratory and research projects, as well as greater access to technological resources.

**Plan to Monitor Progress Toward the Goal**

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

**Person or Persons Responsible**

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Results from the 2014 FCAT 2.0 Science administration

**G9.** Our goal for the 2013-14 school year Biology EOC students scoring at level 3 or above based on the interim assessment results, is to improve on the number of students scoring proficient on the 2014 Biology EOC assessment.

#### **Targets Supported**

- Science - Biology 1 EOC

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

- FCAT Explorer, Florida Achieve FOCUS, Discovery Learning, and GIZMOS

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

- Based on the results of the 2013 District Biology baseline assessment, level 3 students enrolled in Biology exhibited least success with Reporting Category 1: Organisms, Populations, and Ecosystems specifically the Life Science Body of Knowledge standard. This is due to a lack of exposure identifying the major body parts especially those of the brain on diagrams or models.
- Based on the results of the 2013 District Biology baseline assessment, level 4 and 5 students enrolled in Biology exhibited least success with Reporting Category 1: Organisms, Populations, and Ecosystems specifically the Life Science Body of Knowledge standard. This is due to a lack of enrichment activities identifying the major body parts on diagrams and/or models.

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

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

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

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

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

Monthly

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

Results from the 2014 Biology EOC administration

**G10.** Miami Lakes Middle currently participates in the District's Science Fair & Fairchild Challenge, which account for about 4% overall student participation. For the 2013-14 school year we will increase participation by 2 percentage points to 6%.

#### **Targets Supported**

- STEM - All Levels

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

- before and after school planning/contact time funding.

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

- Based on an analysis of school performance an increase in the number of students enrolled in upper level math and science courses is crucial to elevating the overall outcome of proficiency, and a catalyst for STEM activities. Limited common teacher planning time to collaborate on science fair project organization, development, judging, facilitating resources, and providing sufficient guidance to participating students for additional planned activities.

## Plan to Monitor Progress Toward the Goal

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

### Person or Persons Responsible

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Results from the 2014 FCAT 2.0 Math and Science administration, and STEM participation report.

**G11.** In the 2012-13 school year preparation programs for CTE courses were delivered through the Social Studies and Business technology courses via [www.flchoices.org](http://www.flchoices.org). For the 2013-14 school year CTE courses will continue to be delivered through these courses.

### Targets Supported

- CTE

### Resources Available to Support the Goal

- District sponsored Common Core State Standards (CCSS) Professional Development

### Targeted Barriers to Achieving the Goal

- CTE teachers lack knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12. Additionally, low enrollment in intermediate and advanced courses because there are no courses at our school for students to enroll. Although our business technology teacher is working on getting the appropriate industry certification by taking courses to pass the certification exams in Adobe Photoshop, and “MOS”, there are currently no industry certified teachers at our school.

## Plan to Monitor Progress Toward the Goal

Monitor professional development course success toward passing of industry certification exams.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Industry certification

**G12.** The 2012-13 Attendance, Suspension, and Failure Reports indicate that our students would benefit from a reduction in missed instructional time. Our goal for the 2013-14 school year is to increase overall attendance by at least 1 percentage point.

### **Targets Supported**

- EWS
- EWS - Middle School

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

- Attendance & suspension reports, parent contact cards, ISIS, & school discipline plan.

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

- The results of the 2012-13 Attendance Report indicates that 12% of our students missed 10% or more of available instruction time. Our goal for the 2013-14 school year is to decrease the # of students missing 10% or more class time by 1 percentage point. Because academic performance is directly affected by student attendance, our school needs to make improvements in the area of school attendance. This is due in part to a lack of personal parental contact informing them about the importance of attendance.
- In the 2012-13 school year 17% of the students received one or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of suspensions by at least 1 percentage point to 16%. Because academic performance is directly affected by student attendance, our school needs to make improvements in the number of behavioral referrals which lead to time away from instruction based on the data from our 2012-13 attendance report.
- Based on the data from our 2012-13 failure report 2-3% of our students failed either a math or language Arts course. Our goal for 2013-14 is to decrease the number of students that fail one or more core courses by at least 1 percentage point. Our school needs to make improvements in the area of student that fail one or more core subject area courses. This is partly due to student need for additional support and/or contact time to re-mediate weaknesses.

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

The MTSS will analyze data, identify and determine the progress toward the goal, and recommend modifications if necessary to ensure goal acquisition.

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

The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team

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

Monthly

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

Attendance, Suspension, and Grade reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 FCAT Reading Test indicates that 58% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 8 percentage points to 66%.

**G1.B1** The results of the 2012-2013 FCAT Reading Test indicates that 58% of the Hispanic students made satisfactory progress. Our target for the 2013-2014 school year is to increase the number of Hispanic students making satisfactory progress by 8 percentage points. Black students scored 53% proficient, and our target for the 2013-14 school year is to increase proficiency by 7 percentage points to 60%. ELL students scored 22% proficient, and our 2013-14 target will be to increase proficiency by 24 percentage points to 46% proficient. Students with Disabilities (SWD) scored 24% proficient, and our 2013-14 target will be to increase proficiency by 19 percentage points to 43%. Our Economically Disadvantaged (ED) students scored 54% proficient, and our target for the 2013-14 school year is to increase proficiency by 10 percentage points to 64%. All students in the aforementioned subgroups struggled with an accurate and concise understanding of the material which led to a misconception of the essential message of the text. Limited practice re-reading and identifying implied main idea from a variety of texts has hindered progress in this area.

**G1.B1.S1** Students will be exposed to supplementary activities involving paraphrasing and summarizing to explore relevant details.

### Action Step 1

Extended practice involving paraphrasing and summarizing to give students extra practice time identifying the relevant details during class and Saturday Academy sessions.

#### Person or Persons Responsible

Language Arts and Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

FAIR, Bi-weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of identified strategies for fidelity during classroom walk throughs and observations.

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

Literacy Leadership Team (LLT)

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

Bi-Weekly

#### **Evidence of Completion**

FAIR, Bi-weekly classroom tests, and District Interim Assessment results.

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

Following the FCIM model, departmental review of district assessments to identify any areas in need of modification as well as weekly department meeting grade level lesson study to identify and implement successful lessons/activities using re-reading and identification of main idea strategies as well as the modification of these strategies as deemed necessary.

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

Literacy Leadership Team (LLT)

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

Bi-Weekly

#### **Evidence of Completion**

FAIR, Bi-weekly classroom tests, District Interim Assessment, and 2014 FCAT 2.0 results.

**G1.B2** The results of the 2012-2013 FCAT Reading Test indicates that 25% of the students achieved Level 3 proficiency. Our target for the 2013-2014 school year is to increase Level 3 proficiency by 3 percentage points to 28%. The area in which FCAT level 3 students demonstrated least success was reporting category 2 - Reading Application. Students required additional support to make inferences, draw conclusions, and identify implied main idea and author's purpose. This may be due to the lack of understanding of the author's perspective, style, and technique.

**G1.B2.S1** Students will participate in comprehensive opportunities to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose using text marking such as highlighting and margin notes on a wide variety of fiction as well as non-fiction texts.

**Action Step 1**

Afford students the opportunity to participate in comprehensive practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose using text marking such as highlighting and margin notes on a wide variety of fiction as well as non-fiction texts.

**Person or Persons Responsible**

Reading and Language Arts Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of identified strategies for fidelity during classroom walk-throughs and observations.

**Person or Persons Responsible**

Literacy Leadership Team (LLT)

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results



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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, as well as weekly department meeting grade level lesson study to identify and implement successful lessons/activities using text marking or other strategy introduced which was effective.

### Person or Persons Responsible

Literacy Leadership Team (LLT)

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

FAIR, Bi-Weekly classroom tests, District Interim Assessment, and 2014 FCAT 2.0 Reading results.

**G1.B3** The results of the 2012-2013 FCAT Reading Test indicates that 31% of the students achieved Level 4 & 5 proficiency. Our target for the 2013-2014 school year is to increase Level 4 & 5 proficiency by 1 percentage point to 32%. The area in which FCAT Level 4 & 5 students displayed a greater need was reporting category 2 - Reading Application. This is due to the need for students to spend more time analyzing text structures and text features to identify how they affect meaning in text.

**G1.B3.S1** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### Action Step 1

Facilitate activities where students can conduct compare and contrast exercises such as a fictional portrayal of a time, place, or character and a historical account of the same period in order to create a greater understanding of how authors of fiction use or alter history.

### Person or Persons Responsible

Reading and Language Arts Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of compare and contrast exercises to ensure fidelity of implementation.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meeting, grade level lesson study to identify and implement successful lessons/activities using cause and effect strategies as well as modification of these strategies as deemed necessary.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

FAIR, Bi-Weekly classroom tests, District Interim Assessment, 2014 FCAT 2.0 Reading results

**G1.B4** The results of the 2012-2013 FCAT Reading Test indicates that 68% of the students made learning gains. Our target for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 71%. The area in which students making learning gains exhibited least success on the 2013 Reading FCAT 2.0 administration was reporting category 2 - Reading Application. These students apparently experienced difficulty identifying cause-and-effect relationships in text.

**G1.B4.S1** Student will receive supplemental exposure to anchoring conclusions back to the text.

**Action Step 1**

Implement strategies that afford students supplemental exposure to anchoring conclusions back to the text.

**Person or Persons Responsible**

Reading and Language Arts Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of anchoring conclusions back to the text strategies for fidelity.

**Person or Persons Responsible**

Literacy Leadership Team (LLT)

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meeting grade level lesson study to identify and implement successful lessons/activities using anchoring strategies as well as the modification of strategies as deemed necessary.

### Person or Persons Responsible

Literacy Leadership Team (LLT)

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

FAIR, Bi-Weekly classroom tests, District Interim Assessment, 2014 FCAT 2.0 Reading results

**G1.B5** The results of the 2012-13 FCAT Reading Test indicates that 62% of the students in the lowest 25% made learning gains. Our target for the 2013-14 school year is to increase the number of students in the lowest 25% making learning gains by 4 percentage pts. The area in which students in the lowest 25% making learning gains exhibited least success on the 2012-13 FCAT 2.0 Reading assessment was reporting category 2 – Reading Application. These students exhibited some inability to recognize the author’s use of reference and descriptive, natural, and figurative language.

**G1.B5.S1** Students will use graphic organizers to facilitate the organization of several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Action Step 1

Provide students with opportunities to use graphic organizers to support their analysis of what the text says explicitly as well as inferences drawn from the text.

### Person or Persons Responsible

Reading and Language Arts Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of strategies utilizing graphic organizers for fidelity.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

FAIR, Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, as well as weekly department meeting grade level lesson study to identify and implement successful lessons/activities identifying inferences from a wide variety of texts.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

FAIR, Bi-Weekly classroom tests, District Interim Assessment, and 2014 FCAT 2.0 Reading results

**G1.B6** The results of the 2012-2013 CELLA Listening/speaking portion indicates that 40% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of proficient ELL students by 6 percentage points to 46%. In order to increase the percentage of students acquiring and attaining English language proficiency in Oral skills, students need additional support in the use of substitution, and meaningful language practice.

**G1.B6.S1** Students will be provided with extensive opportunities to paraphrase brief excerpts or passages, and rereading utilizing substitution in order to unlock the meaning of unfamiliar words. During class as well as in before and after school tutorial sessions.

### **Action Step 1**

Implement the use of Imagine learning to provide opportunities for students to use paraphrasing and rereading utilizing substitution to understand the meaning of unfamiliar words during before and after school tutoring.

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

ESOL Teachers

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

Weekly

#### **Evidence of Completion**

Teachers will use rubrics and quarterly data to assess the listening and speaking objectives presented.

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

will monitor the use of Imagine Learning for fidelity of implementation via walkthroughs and observations.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

FAIR, Bi-Weekly classroom tests, Imagine Learning reports, and District Interim Assessment results

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

Following the FCIM model, ESOL departmental review of quarterly assessments data reports to identify any areas in need of modification, as well as weekly collaborative Language Arts and ESOL teacher meetings focused on the identification of successful lesson/activities facilitated through Imagine Learning.

### Person or Persons Responsible

Literacy Leadership Team (LLT)

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Quarterly data to assess the listening and speaking objectives presented, and the results of the 2014 CELLA and FCAT 2.0 assessments.

**G1.B7** The results of the 2012-2013 CELLA Reading portion indicates that 23% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of proficient ELL students by 8 percentage points to 31%. ELL students scoring proficient in Reading necessitated more extensive practice using context clues to define unfamiliar words.

**G1.B7.S1** Students will look for synonyms, definitions, or antonyms as clues to word understanding as they are exposed to a greater variety of texts involving unfamiliar vocabulary words.

### Action Step 1

Implement the use of Reading Plus for all ESOL students in order to provide the necessary exposure to clues within text that lead to a greater understanding of the meaning of unfamiliar words.

### Person or Persons Responsible

ESOL Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Teachers will use monthly quiz and test data.

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

will monitor the use of the Reading Plus program to ensure fidelity of implementation.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

Monthly quiz and test data.

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

Following the FCIM model, ESOL Departmental review of monthly quiz data to identify any areas in need of modification, and weekly collaborative Language Arts and ESOL teacher meetings focused on the identification of successful lesson/activities for lesson study.

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

Literacy Leadership Team (LLT)

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

Bi-weekly

#### **Evidence of Completion**

Monthly quiz and test data, as well as the results from the CELLA and 2014 FCAT 2.0 assessments.



**G1.B8** The results of the 2012-2013 CELLA Writing portion indicates that 15% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of proficient ELL students by 9 percentage points to 24%. English Language Learners scoring proficient in Writing require further development of writing skills by extending exposure time to informational writing.

**G1.B8.S1** Students will be provided with extended opportunities to work on summarizing activities that will help them achieve a more in-depth understanding of the information they have read.

**Action Step 1**

Provide students with summarizing activities via Reading Plus to help them monitor their understanding of the information they have read.

**Person or Persons Responsible**

ESOL Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Written student work samples, and district writing assessment.

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

will monitor the use of Reading Plus activities that provide students the necessary summarizing activities for fidelity of implementation via walkthroughs and observations.

**Person or Persons Responsible**

Literacy Leadership Team (LLT)

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Written student work samples, and district writing assessment.

## Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, ESOL Departmental review of quarterly assessments reports to identify any areas in need of modification, and weekly collaborative Language Arts and ESOL teacher meetings focused on the identification of successful lesson/activities utilizing Reading Plus for successful summarizing activities.

### Person or Persons Responsible

Literacy Leadership Team (LLT)

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Written student work samples, and district writing assessment, as well as the FCAT 2.0 Writing assessment.

**G2.** The results of the 2013 FCAT Writing Test indicates that 47% of the students achieved proficiency Levels 3.5 or above. Our goal for 2014 is to increase the number of students achieving proficiency Levels 3.5 or above by 5 percentage points to 52%.

**G2.B1** Level 3.5 and higher students in the 8th grade as indicated by the 2013 FCAT Writing Test require additional support in order for them to develop the skills necessary to supply enough supporting details to obtain a higher score on the assessed persuasive writing.

**G2.B1.S1** Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. Additionally, provide pull-out and push-in programs to help remediate deficiencies.

### Action Step 1

Implement Strategies using graphic organizers, outlines, and charts from which students will create a plan for writing identifying the main idea and any supporting details in an effort to organize student writing during push-out and pull-in programs.

### Person or Persons Responsible

Language Arts Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Bi-Weekly classroom tests, and District Writing Interim Assessment results

## **Action Step 2**

Attend in-house writing rubrics workshop hosted by Language Arts Department Chair.

### **Person or Persons Responsible**

Language Arts teachers

### **Target Dates or Schedule**

January 2014

### **Evidence of Completion**

Workshop/meeting sign-in sheet

### **Facilitator:**

Beverly Maier (Language Arts Chair)

### **Participants:**

Language Arts Teachers

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

will monitor the implementation of graphic organizers, charts, and outlines for fidelity during push-out and pull-in programs. As well as the implementation and impact of the Writing Rubrics workshop.

### **Person or Persons Responsible**

Literacy Leadership Team (LLT)

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Bi-Weekly classroom tests, and District Writing Assessment results

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

Following the FCIM model, departmental review of writing assignments to identify any areas in need of modification, as well as weekly department meeting with grade level lesson study to discuss and share the use of innovative writing strategies and activities using graphic organizers, charts, and outlines being implemented during push-out and pull-in programs.

### **Person or Persons Responsible**

Literacy Leadership Team (LLT)

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Bi-Weekly classroom tests, District Writing Assessment results, and the 2014 FCAT 2.0 Writing assessment

**G3.** The results of the 2012-13 FCAT Mathematics Test indicates that 58% of all students made satisfactory progress. Our goal for the 2013-14 school year is to increase the number of students making progress by 9 percentage points to 67%.

**G3.B1** The results of the 2012-2013 FCAT Mathematics Test indicates that 59% of the Hispanic students made satisfactory progress. Our target for the 2013-2014 school year is to increase the number of Hispanic students making progress by 8 percentage points to 67%. 54% of Black students scored proficient, and our 2013-14 target is to increase proficiency by 9 percentage points to 63%. Additionally, 31% of ELL students were proficient, and our target for the 2013-14 school year is to increase proficiency by 26 percentage points to 57%. Students with Disabilities (SWD) scored 29% proficient, and our 2013-14 target will be to increase proficiency by 19 percentage points to 48%. Our Economically Disadvantaged (ED) subgroup of students scored 55% proficient, and our 2013-14 target will be to increase proficiency by 10 percentage points to 65% proficient. The area of least success for all students in the aforementioned subgroups as indicated by the 2013 FCAT Mathematics Test was reporting category 3 - Geometry and Measurement. Insufficient real world lessons involving meaningful problem solving activities related to measurement and conversions impacted these results.

**G3.B1.S1** Develop students' ability 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. This task can be accomplished through the EXPLORE IT! activity in the beginning of each lesson.

### **Action Step 1**

Implement the use of Explore It! activities to provide students practice making sense of real world geometry and measurement exercises.

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

Mathematics Teachers

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

Daily

#### **Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of Explore It! activities for fidelity during classroom walkthroughs and observations.

**Person or Persons Responsible**

Mathematics Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, as well as weekly department meeting with grade level lesson study to identify and implement successful Explore It! lessons/activities involving scale factor, and measurement.

**Person or Persons Responsible**

Mathematics Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, District Interim Assessment results, and the 2014 FCAT 2.0 assessment.

**G3.B2** The results of the 2012-2013 FCAT Mathematics Test indicates that 28% of the students achieved Level 3 proficiency. Our target for the 2013-2014 school year is to increase Level 3 proficiency by 3 percentage points to 31%. The area of least success for level 3 students in all grade levels as indicated by the 2013 FCAT Mathematics Test is reporting category 3 - Geometry and Measurement. This is due to the insufficient opportunities to translate textbook knowledge to real world situations and problems.

**G3.B2.S1** Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement. This task can be accomplished through the use of ANCHOR CHARTS.

**Action Step 1**

Implement the use of Anchor Charts for geometry and measurement exercises.

**Person or Persons Responsible**

Mathematics Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of Anchor Charts for fidelity.

**Person or Persons Responsible**

Mathematics Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meeting grade level lesson study to identify and implement successful lessons/activities involving Explore It! and Anchor Charts.

#### Person or Persons Responsible

Mathematics Department Chair

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Bi-Weekly classroom tests, District Interim Assessment results, and the FCAT 2.0 Mathematics results

**G3.B3** The results of the 2012-13 FCAT Mathematics Test indicates that 24% of the students achieved Levels 4 and 5 proficiency. Our target for the 2013-14 school year is to increase the number of students achieving Level 4 and 5 proficiency by 1 percentage points. The area of least success for level 4 & 5 students in all grades as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. This is due to a need for additional enrichment activities, projects, and investigations involving measurement and geometry exercises based on real world situations.

**G3.B3.S1** Provide students with opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement.

#### Action Step 1

Implement meaningful discussion strategies to create greater meaning of geometry and measurement concepts.

#### Person or Persons Responsible

Mathematics Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Bi-Weekly classroom tests, and District Interim Assessment results



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

will monitor the implementation of student discourse strategies for fidelity.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meeting grade level lesson study to identify and implement successful lessons/activities involving the construction of viable arguments to support student reasoning.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, District Interim Assessment, and 2014 FCAT 2.0 Mathematics assessment results.

**G3.B4** The results of the 2012-2013 FCAT Mathematics Test indicates that 71% of the students made learning gains in mathematics. Our target for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 74%. The area of least success for students making learning gains in all grade levels as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement. reporting category 3. Students need to be exposed to diverse methods of measurement (direct and indirect), and the accessibility to the appropriate tools in order to improve this identified deficiency.

**G3.B4.S1** Students will be provided with a variety of measuring tools with which to measure objects of interest in various ways. Different equipment will further enhance their understanding of the many measurement techniques. (correct use of ruler, tape measure, trundle wheel ...)

**Action Step 1**

Provide students with opportunities to explore using various measuring tools and techniques.

**Person or Persons Responsible**

Mathematics Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of strategies using measuring instruments for fidelity.

**Person or Persons Responsible**

Mathematics Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, as well as weekly department meeting grade level lesson study to identify and implement successful lessons/activities involving various measuring tools.

#### Person or Persons Responsible

Mathematics Department Chair

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Bi-Weekly classroom tests, District Interim Assessment results, and the 2014 FCAT 2.0 results.

**G3.B5** The results of the 2012-13 FCAT Mathematics Test indicates that 67% of the students in the lowest 25% made learning gains in mathematics. Our target for the 2013-14 school year is to increase this number by 3 percentage points to 70%. The area of least success for students in the lowest 25% making learning gains in all grade levels as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. Students need more exposure to hands on measurement activities. However the inaccessibility and lack of training using these materials is hindering implementation.

**G3.B5.S1** Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of geometry and measurement as indicated by data reports. Students may work on this tutorial program through the use of school computer lab on a biweekly basis.

#### Action Step 1

Implement use of strategies involving the Compass Learning web based program, and the school's computer lab.

#### Person or Persons Responsible

Mathematics Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Bi-Weekly classroom tests, and District Interim Assessment results

## **Action Step 2**

Attend in-house data workshop facilitated by Curriculum Assistant Principal

### **Person or Persons Responsible**

All Teachers

### **Target Dates or Schedule**

Early release days

### **Evidence of Completion**

Workshop/meeting sign-in sheets

### **Facilitator:**

Rafael Crespo, Assistant Principal

### **Participants:**

All teachers

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

will monitor the use of Compass Learning program and the computer lab for fidelity, as well as the implementation of data workshop grouping strategies.

### **Person or Persons Responsible**

Mathematics Department Chair

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Bi-Weekly classroom tests, Compass Learning reports, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, weekly department meeting grade level lesson study to monitor the use of Compass learning program.

#### Person or Persons Responsible

Mathematics Department Chair

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Bi-Weekly classroom tests, District Interim Assessment results, and the 2014 FCAT 2.0 Mathematics results.

**G4.** Our 2013-14 goal for middle school acceleration is to have at least a 5 percentage point increase in participation from 50% to 55%, and to maintain or improve our 98% proficiency performance from the 2012-13 school year.

**G4.B1** Based on our 2012-13 enrollment for high school EOC courses 50% of the eligible students participated in an accelerated course. Our school will increase the number of students participating in these courses by 5 percentage points to 55% enrollment. Student enrollment in these courses has been relatively low due to limited eligibility standards, which required students to be enrolled in an advanced or gifted class in order to meet the criteria for eligibility.

**G4.B1.S1** All students scoring a solid level 3 or higher on their seventh grade FCAT 2.0 Mathematics assessment will be enrolled in an accelerated Algebra 1 high school course.

#### Action Step 1

Verify FCAT level and enroll students in an EOC course

#### Person or Persons Responsible

Registrar and Guidance Counselor

#### Target Dates or Schedule

As students register/enroll at school

#### Evidence of Completion

Student schedules

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

Ensure that all eligible students have been registered for an EOC course.

**Person or Persons Responsible**

Guidance Counselor

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student Schedules

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

verify that students enrolled in EOC courses are properly placed, and performing at appropriate levels.

**Person or Persons Responsible**

Administrators and Guidance Counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student schedules, gradebook, and the results of the 2014 EOC assessments.

**G4.B2** The results of the 2012-2013 EOC Exams report indicates that 98% of the students achieved Level 3 performance or above. Our target for the 2013-2014 school year is to maintain or improve Level 3 and above performance of 98%. Students have not been previously placed in these courses because prior mathematical and science preparation was not adequate to support the successful completion of these courses. Building a strong Mathematical and Science foundation prior to their eighth grade school year will be beneficial in enabling them to be eligible, and achieve success in class and on the end of course examination.

**G4.B2.S1** Students will be enrolled in iMath classes that will incorporate student centered teaching strategies, complemented by research-based technological programs as supported by the district.

**Action Step 1**

create student centered environment, and utilize research-based computer based programs.

**Person or Persons Responsible**

iPrep Mathematics Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

**Action Step 2**

Attend iPrep/iMath orientation, webinars, and workshops.

**Person or Persons Responsible**

iPrep/iMath teachers

**Target Dates or Schedule**

ongoing throughout the 2013-14 school year.

**Evidence of Completion**

workshop/meetings sign-in or login.

**Facilitator:**

Erik Gonzalez (District iMath trainer)

**Participants:**

iPrep/iMath teachers

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

will monitor the use of research-based computer based programs in a student centered learning environment.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, reflex reports, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, weekly department meeting grade level lesson study to monitor the success of the iMath course in conjunction with district supported resources to determine modifications if necessary.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, District Interim Assessment, and the 2014 EOC assessments.



**G5.** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 98% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 98%.

**G5.B1** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 26% of the students achieved Level 3 performance. Our target for the 2013-2014 school year is to maintain or improve Level 3 performance of 26%. Based on the results of the 2013 Algebra 1 EOC assessment the area of concern for students achieving level 3 proficiency was reporting category 2: Polynomials. Insufficient exposure to the application of polynomials in real world problem solving situations was a barrier to achieving greater success on this Algebraic strand.

**G5.B1.S1** Students will be provided opportunities to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents during before, after and Saturday Academy sessions.

**Action Step 1**

Provide opportunities to apply the laws of exponents during Saturday Academy sessions

**Person or Persons Responsible**

Algebra 1 Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor Saturday Academy sessions for evidence that the laws of exponents are being applied.

**Person or Persons Responsible**

Mathematics Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, weekly department meeting grade level lesson study to monitor the lessons being implemented to enhance our Algebra students' real world experiences with polynomials using laws of exponents.

#### Person or Persons Responsible

Mathematics Department Chair

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Bi-Weekly classroom tests, District Interim Assessment results, and the 2014 Algebra 1 EOC.

**G5.B2** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 72% of the students achieved Levels 4 and 5 performance. Our target for the 2013-2014 school year is to maintain or improve levels 4 and 5 performance of 72%. According to the results of the 2013 Algebra EOC assessment students scoring at level 4 and 5 struggled somewhat with reporting category 3 Polynomials. These students require additional practice time developing a meaningful understanding of polynomials. Greater support of the laws of exponents, and the factorization of polynomials in real world problem solving situations was evidently necessary to achieve greater success on this Algebraic strand.

**G5.B2.S1** Students will receive extended opportunities to completely factor polynomial expressions when more than one method is required during before, after, and Saturday Algebra Academy sessions.

#### Action Step 1

Provide opportunities for students to solve polynomials using multiple methods.

#### Person or Persons Responsible

Algebra 1 Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the strategies used that allow students to solve polynomials using more than 1 method.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, weekly department meeting grade level lesson study to monitor the lessons being implemented to enhance our Algebra students' real world exercises with polynomials via their Saturday Academy experiences.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, District Interim Assessment results, and the 2014 Algebra 1 EOC

**G6.** The results of the 2012-2013 Geometry EOC Exam indicates that 97% of our students achieved Level 3 or better performance. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 97%.

**G6.B1** The results of the 2012-2013 Geometry EOC Exam indicates that 3% of the students achieved Level 3 performance. Our goal for the 2013-2014 school year is to maintaining or improving our Level 3 performance of 3%.Based on the results of the 2013 Geometry EOC assessment the area of concern for students achieving level 3 performance was reporting category 3: trigonometry and Discrete Mathematics. Insufficient time provided for students to apply trigonometry and discrete mathematics in real world situations.

**G6.B1.S1** Provide students with more practice using trigonometry and discrete math to solve real-world problems using hands-on techniques and manipulatives during before and after school project-based learning sessions.

**Action Step 1**

provide students with manipulatives for project-based learning activities.

**Person or Persons Responsible**

Geometry Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the use of manipulatives during trigonometric and discrete math activities for fidelity.

**Person or Persons Responsible**

Mathematics Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meeting grade level lesson study to monitor the use and success of activities using manipulatives for real world exploration.

#### Person or Persons Responsible

Mathematics Department Chair

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Bi-Weekly classroom tests, District Interim Assessment results, and the 2014 Geometry EOC results.

**G6.B2** The results of the 2012-2013 Geometry EOC Exam indicates that 94% of the students achieved Level 4 or above performance. Our goal for the 2013-2014 school year is to maintain or improve our level 4 performance of 94%. Based on the results of the 2013 Geometry EOC assessment the area of concern for students achieving level 4 and above performance was reporting category 3: Trigonometry and Discrete Mathematics. Insufficient time provided for students to apply trigonometry and discrete mathematics in real world situations.

**G6.B2.S1** Students will use geometric properties to justify measures and characteristics of congruent and similar triangles involving trigonometric ratios via textbook web interface program.

#### Action Step 1

Implement the use of trigonometric ratios to identify measures of angles in certain triangles using simulations provided within textbook online module.

#### Person or Persons Responsible

Mathematics Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation trigonometric ratios solving triangle exercises and activities for fidelity which can be observed during classroom walkthroughs.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meeting grade level lesson study to monitor the use and success of activities involving trigonometric ratios for real world exploration.

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

Mathematics Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, District Interim Assessment, and the 2014 Geometry EOC results

**G7.** 2014-15 will be our first year administering the Civics EOC, baseline data was used to determine the goal and area of concern. Our goal for the 2014-15 Civics EOC assessment is to improve the number of students scoring at level 3 proficiency or above.

**G7.B1** The area in which students taking the civics baseline assessment demonstrated least success was reporting category 2 – Organization and Function of Government. Students exhibited difficulty in transferring Writing and Language Arts skills to the civics content area.

**G7.B1.S1** Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content.

**Action Step 1**

Implement CCSS activities that provide students literacy practice through civics content.

**Person or Persons Responsible**

Civics Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

will monitor the implementation of CCSS for literacy activities through civics.

**Person or Persons Responsible**

Social Studies Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department grade level meetings with civics course lesson study/planning to discuss and share the success of activities.

### Person or Persons Responsible

Social Studies Department Chair

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Bi-Weekly classroom tests, and District Interim Assessment results

**G8.** The results of the 2012-2013 FCAT Science Test indicates that 47% of the students achieved Level 3 or above performance. Our goal for the 2013-2014 school year is to increase Level 3 and above performance by 6 percentage points to 53%.

**G8.B1** The results of the 2012-2013 FCAT Science Test indicates that 23% of the students achieved Level 3 performance. Our target for the 2013-2014 school year is to increase Level 3 performance by 4 percentage points to 27%. The area of least success for level 3 students in the 8th grade as indicated by the 2013 FCAT 2.0 Science Test was reporting category 1 – Nature of Science. This is due to the limited amount of time spent on labs relating textbook knowledge to real world experiences using controlled experiments and variables.

**G8.B1.S1** Opportunities for students to participate in Science Fair and Fairchild Challenge projects involving the design and development of science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as they relate to the Nature of Science.

### Action Step 1

provide opportunities for students to participate in Science Fair in order to implement the project-based strategies.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Bi-Weekly classroom tests, Science Fair project, and District Interim Assessment results



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

will monitor the implementation of the Science Fair project-based strategies for fidelity.

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

Science Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, Science Fair project, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification. Monitor Science Fair, SECME, NASA SEMAA, Fairchild Challenge projects. Weekly department meeting with grade level lesson study to discuss, and share the success of projects and inquiry-based activities.

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

Science Department Chair

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

Weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, Student project results, and District Interim Assessment results

**G8.B2** The results of the 2012-13 FCAT Science Test indicates that 24% of the students achieved Levels 4 & 5 performance. Our target for the 2013-14 school year is to increase the number of students scoring at or above Levels 4 & 5 performance by 2 percentage points to 26%. The area of least success for level 4 & 5 students in the 8th grade as indicated by the 2013 FCAT Science Test was the Nature of Science reporting category 1. Students achieving this level of success need more enrichment activities such as exploratory and research projects, as well as greater access to technological resources.

**G8.B2.S1** Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in the real world by incorporating lab investigations and field studies.

**Action Step 1**

Implement lab investigations and field studies.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Bi-Weekly classroom tests, lab results, and District Interim Assessment results

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

will monitor the implementation of lab and field study strategies for fidelity.

**Person or Persons Responsible**

Science Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, lab results, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meetings with grade level lesson study to identify, monitor, and implement successful labs and field experiences.

### Person or Persons Responsible

Science Department Chair

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Bi-Weekly classroom tests, lab and field study results, and District Interim Assessment results

**G9.** Our goal for the 2013-14 school year Biology EOC students scoring at level 3 or above based on the interim assessment results, is to improve on the number of students scoring proficient on the 2014 Biology EOC assessment.

**G9.B1** Based on the results of the 2013 District Biology baseline assessment, level 3 students enrolled in Biology exhibited least success with Reporting Category 1: Organisms, Populations, and Ecosystems specifically the Life Science Body of Knowledge standard. This is due to a lack of exposure identifying the major body parts especially those of the brain on diagrams or models.

**G9.B1.S1** Students will be given the opportunity to utilize instructional technology such as Gizmos, Discovery, FCAT Explorer, and Florida Achieve FOCUS to enhance and remediate student conceptual understanding of the major human body parts via virtual diagrams in GIZMO modules.

### Action Step 1

Participate in district sponsored GIZMOS professional development

#### Person or Persons Responsible

Biology Teachers

#### Target Dates or Schedule

February 2014

#### Evidence of Completion

Bi-Weekly classroom tests, GIZMOS reports, and District Interim Assessment results

#### Facilitator:

Ms. Desormeau (District Trainer)

#### Participants:

Biology Teachers

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

will monitor the implementation of GIZMOS strategies for fidelity.

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

Science Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, GIZMOS reports, and District Interim Assessment results

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

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meetings with Biology lesson study to identify, monitor, and implement successful virtual activities and modules, as well as GIZMOS participation reports.

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

Science Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, GIZMOS reports, and District Interim Assessment results

**G9.B2** Based on the results of the 2013 District Biology baseline assessment, level 4 and 5 students enrolled in Biology exhibited least success with Reporting Category 1: Organisms, Populations, and Ecosystems specifically the Life Science Body of Knowledge standard. This is due to a lack of enrichment activities identifying the major body parts on diagrams and/or models.

**G9.B2.S1** Students will have the opportunity to design, create, and present representations and models of the various major organs/body parts to describe and interpret their function/processes.

**Action Step 1**

Implement Strategies

**Person or Persons Responsible**

Biology Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, and District Interim Assessment results

**Plan to Monitor Fidelity of Implementation of G9.B2.S1**

will monitor the implementation of identified strategies for fidelity.

**Person or Persons Responsible**

Science Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-Weekly classroom tests, GIZMOS reports, and District Interim Assessment results

### Plan to Monitor Effectiveness of G9.B2.S1

Following the FCIM model, departmental review of bi-weekly assessments to identify any areas in need of modification, and weekly department meetings with Biology lesson study to identify, monitor, and implement successful activities and student created models.

#### Person or Persons Responsible

Science Department Chair

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Bi-Weekly classroom tests, and District Interim Assessment results

**G10.** Miami Lakes Middle currently participates in the District's Science Fair & Fairchild Challenge, which account for about 4% overall student participation. For the 2013-14 school year we will increase participation by 2 percentage points to 6%.

**G10.B1** Based on an analysis of school performance an increase in the number of students enrolled in upper level math and science courses is crucial to elevating the overall outcome of proficiency, and a catalyst for STEM activities. Limited common teacher planning time to collaborate on science fair project organization, development, judging, facilitating resources, and providing sufficient guidance to participating students for additional planned activities.

**G10.B1.S1** The school will provide resources for before and after school planning and science fair project implementation programs. Affording students with more contact time with science fair coordinators to develop higher quality projects/presentations.

#### Action Step 1

Before and after school Science Fair support

#### Person or Persons Responsible

Mathematics and Science Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Bi-Weekly classroom tests, Data obtained from Science Fair, Mathematics competitions, and Fairchild Challenge, as well as District Interim Assessment results

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

will monitor the implementation of identified strategies for fidelity.

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

Mathematics and Science Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, Data obtained from Science Fair, Mathematics competitions, and Fairchild Challenge, as well as District Interim Assessment results

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

In-house science fair project presentation, as well as collaborative math and science department meetings to discuss and analyze progress of the extracurricular projects/activities will be utilized to monitor each program's effectiveness.

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

Mathematics and Science Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-Weekly classroom tests, data obtained from Science Fair, Mathematics competitions, and Fairchild Challenge, as well as District Interim Assessment results

**G11.** In the 2012-13 school year preparation programs for CTE courses were delivered through the Social Studies and Business technology courses via [www.flchoices.org](http://www.flchoices.org). For the 2013-14 school year CTE courses will continue to be delivered through these courses.

**G11.B1** CTE teachers lack knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12. Additionally, low enrollment in intermediate and advanced courses because there are no courses at our school for students to enroll. Although our business technology teacher is working on getting the appropriate industry certification by taking courses to pass the certification exams in Adobe Photoshop, and “MOS”, there are currently no industry certified teachers at our school.

**G11.B1.S1** CTE teachers will have the opportunity to participate in professional development on CCSS Literacy Standards for Technical Subjects.

**Action Step 1**

Participate in district sponsored CCSS professional development

**Person or Persons Responsible**

Business Technology Teachers

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Professional Development Session enrollment

**Facilitator:**

Ms. Torres (District Trainer)

**Participants:**

Business Technology Teachers

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

Monitor participation in CCSS professional development for fidelity of implementation

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Professional Development Log



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

Monitor professional development course completion for effectiveness.

### Person or Persons Responsible

Administrators and Business Technology Teachers

### Target Dates or Schedule

June 2014

### Evidence of Completion

Performance and completion of the district sponsored professional development courses will monitor the effectiveness of progress toward our goal of successful exam completion.

**G12.** The 2012-13 Attendance, Suspension, and Failure Reports indicate that our students would benefit from a reduction in missed instructional time. Our goal for the 2013-14 school year is to increase overall attendance by at least 1 percentage point.

**G12.B1** The results of the 2012-13 Attendance Report indicates that 12% of our students missed 10% or more of available instruction time. Our goal for the 2013-14 school year is to decrease the # of students missing 10% or more class time by 1 percentage point. Because academic performance is directly affected by student attendance, our school needs to make improvements in the area of school attendance. This is due in part to a lack of personal parental contact informing them about the importance of attendance.

**G12.B1.S1** Students exhibiting a trend of excessive absences will be referred to our school social worker, and counselor.

### Action Step 1

referral to social worker

### Person or Persons Responsible

Attendance Manager and Social Worker

### Target Dates or Schedule

weekly

### Evidence of Completion

Attendance data

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

Monitored referrals to social worker for fidelity.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Attendance data

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

will monitor attendance report to ensure that parental contact is resulting in improved attendance.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Attendance report

**G12.B2** In the 2012-13 school year 17% of the students received one or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of suspensions by at least 1 percentage point to 16%. Because academic performance is directly affected by student attendance, our school needs to make improvements in the number of behavioral referrals which lead to time away from instruction based on the data from our 2012-13 attendance report.

**G12.B2.S1** Miami Lakes Middle school will implement our newly developed "Walk Like A Warrior" discipline plan in an effort to reduce the number of suspensions, and increase the remediation effect.

**Action Step 1**

Implement "Walk Like A Warrior" discipline plan which provides incentives for improved behavior and academics.

**Person or Persons Responsible**

All school personnel

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Suspension report

**Plan to Monitor Fidelity of Implementation of G12.B2.S1**

will monitor implementation of the "Walk Like A Warrior" discipline plan for fidelity.

**Person or Persons Responsible**

Administrators and Guidance Counselor

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Suspension Report

### Plan to Monitor Effectiveness of G12.B2.S1

will monitor effectiveness of alternatives to suspension, and consequences in deterring repeat occurrences of unfavorable behaviors.

**Person or Persons Responsible**

Administrators and Guidance Counselor

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Suspension Report

**G12.B3** Based on the data from our 2012-13 failure report 2-3% of our students failed either a math or language Arts course. Our goal for 2013-14 is to decrease the number of students that fail one or more core courses by at least 1 percentage point. Our school needs to make improvements in the area of student that fail one or more core subject area courses. This is partly due to student need for additional support and/or contact time to re-mediate weaknesses.

**G12.B3.S1** Students failing one or more courses will be enrolled in course recovery classes.

**Action Step 1**

will enroll eligible students in course recovery.

**Person or Persons Responsible**

Guidance Counselor

**Target Dates or Schedule**

during registration/scheduling

**Evidence of Completion**

student schedules

### **Plan to Monitor Fidelity of Implementation of G12.B3.S1**

monitor student scheduling to ensure fidelity of implementation.

**Person or Persons Responsible**

Guidance Counselor

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

student schedules

### **Plan to Monitor Effectiveness of G12.B3.S1**

will monitor strategies to provide evidence that course recovery strategies implemented are effective.

**Person or Persons Responsible**

Administrators and Guidance Counselors

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Performance in recovery classes.

## Coordination and Integration

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

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

#### Title I, Part A

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

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at our school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds used to implement the 2012-2013 Supplemental Tutoring Academy for English Language Learner (ELL) Students.

#### 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with our school's parents, and the community.
- Project Upstart, Homeless Children & Youth Program assists our school with the identification, enrollment, attendance, and transportation of homeless students. Our school is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for our school registrar on the procedures for enrolling homeless students and for our school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart 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 twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Our school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Lakes Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and our TRUST Specialists.
- Training and technical assistance for our school teachers, administrators, counselors, and TRUST Specialists is also a component of this program.

Our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) Miami Lakes Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted by the District.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. These opportunities are provided through our Social Studies class and via [www.flchoices.org](http://www.flchoices.org).

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a

Nurse (shared between schools) and a full-time Health Aide.

- HClOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
  - HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
  - HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children's Vision Program

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



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

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

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

**G2.** The results of the 2013 FCAT Writing Test indicates that 47% of the students achieved proficiency Levels 3.5 or above. Our goal for 2014 is to increase the number of students achieving proficiency Levels 3.5 or above by 5 percentage points to 52%.

**G2.B1** Level 3.5 and higher students in the 8th grade as indicated by the 2013 FCAT Writing Test require additional support in order for them to develop the skills necessary to supply enough supporting details to obtain a higher score on the assessed persuasive writing.

**G2.B1.S1** Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. Additionally, provide pull-out and push-in programs to help remediate deficiencies.

### PD Opportunity 1

Attend in-house writing rubrics workshop hosted by Language Arts Department Chair.

#### Facilitator

Beverly Maier (Language Arts Chair)

#### Participants

Language Arts Teachers

#### Target Dates or Schedule

January 2014

#### Evidence of Completion

Workshop/meeting sign-in sheet

**G3.** The results of the 2012-13 FCAT Mathematics Test indicates that 58% of all students made satisfactory progress. Our goal for the 2013-14 school year is to increase the number of students making progress by 9 percentage points to 67%.

**G3.B5** The results of the 2012-13 FCAT Mathematics Test indicates that 67% of the students in the lowest 25% made learning gains in mathematics. Our target for the 2013-14 school year is to increase this number by 3 percentage points to 70%. The area of least success for students in the lowest 25% making learning gains in all grade levels as indicated by the 2013 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. Students need more exposure to hands on measurement activities. However the inaccessibility and lack of training using these materials is hindering implementation.

**G3.B5.S1** Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of geometry and measurement as indicated by data reports. Students may work on this tutorial program through the use of school computer lab on a biweekly basis.

### **PD Opportunity 1**

Attend in-house data workshop facilitated by Curriculum Assistant Principal

#### **Facilitator**

Rafael Crespo, Assistant Principal

#### **Participants**

All teachers

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

Early release days

#### **Evidence of Completion**

Workshop/meeting sign-in sheets

**G4.** Our 2013-14 goal for middle school acceleration is to have at least a 5 percentage point increase in participation from 50% to 55%, and to maintain or improve our 98% proficiency performance from the 2012-13 school year.

**G4.B2** The results of the 2012-2013 EOC Exams report indicates that 98% of the students achieved Level 3 performance or above. Our target for the 2013-2014 school year is to maintain or improve Level 3 and above performance of 98%. Students have not been previously placed in these courses because prior mathematical and science preparation was not adequate to support the successful completion of these courses. Building a strong Mathematical and Science foundation prior to their eighth grade school year will be beneficial in enabling them to be eligible, and achieve success in class and on the end of course examination.

**G4.B2.S1** Students will be enrolled in iMath classes that will incorporate student centered teaching strategies, complemented by research-based technological programs as supported by the district.

### **PD Opportunity 1**

Attend iPrep/iMath orientation, webinars, and workshops.

#### **Facilitator**

Erik Gonzalez (District iMath trainer)

#### **Participants**

iPrep/iMath teachers

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

ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

workshop/meetings sign-in or login.

**G9.** Our goal for the 2013-14 school year Biology EOC students scoring at level 3 or above based on the interim assessment results, is to improve on the number of students scoring proficient on the 2014 Biology EOC assessment.

**G9.B1** Based on the results of the 2013 District Biology baseline assessment, level 3 students enrolled in Biology exhibited least success with Reporting Category 1: Organisms, Populations, and Ecosystems specifically the Life Science Body of Knowledge standard. This is due to a lack of exposure identifying the major body parts especially those of the brain on diagrams or models.

**G9.B1.S1** Students will be given the opportunity to utilize instructional technology such as Gizmos, Discovery, FCAT Explorer, and Florida Achieve FOCUS to enhance and remediate student conceptual understanding of the major human body parts via virtual diagrams in GIZMO modules.

### **PD Opportunity 1**

Participate in district sponsored GIZMOS professional development

#### **Facilitator**

Ms. Desormeau (District Trainer)

#### **Participants**

Biology Teachers

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

February 2014

#### **Evidence of Completion**

Bi-Weekly classroom tests, GIZMOS reports, and District Interim Assessment results

**G11.** In the 2012-13 school year preparation programs for CTE courses were delivered through the Social Studies and Business technology courses via [www.flchoices.org](http://www.flchoices.org). For the 2013-14 school year CTE courses will continue to be delivered through these courses.

**G11.B1** CTE teachers lack knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12. Additionally, low enrollment in intermediate and advanced courses because there are no courses at our school for students to enroll. Although our business technology teacher is working on getting the appropriate industry certification by taking courses to pass the certification exams in Adobe Photoshop, and “MOS”, there are currently no industry certified teachers at our school.

**G11.B1.S1** CTE teachers will have the opportunity to participate in professional development on CCSS Literacy Standards for Technical Subjects.

### **PD Opportunity 1**

Participate in district sponsored CCSS professional development

#### **Facilitator**

Ms. Torres (District Trainer)

#### **Participants**

Business Technology Teachers

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

January 2014

#### **Evidence of Completion**

Professional Development Session enrollment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT Reading Test indicates that 58% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 8 percentage points to 66%.	\$8,000
G5.	The results of the 2012-2013 Algebra 1 EOC Exam indicates that 98% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 98%.	\$3,000
G10.	Miami Lakes Middle currently participates in the District's Science Fair & Fairchild Challenge, which account for about 4% overall student participation. For the 2013-14 school year we will increase participation by 2 percentage points to 6%.	\$500
G12.	The 2012-13 Attendance, Suspension, and Failure Reports indicate that our students would benefit from a reduction in missed instructional time. Our goal for the 2013-14 school year is to increase overall attendance by at least 1 percentage point.	\$1,000
Total		\$12,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
EESAC Funding	\$3,000	\$0	\$3,000
ELL/Migrant Grant	\$0	\$5,000	\$5,000
School based funds	\$0	\$3,000	\$3,000
School based budget	\$0	\$500	\$500
EESAC Funds	\$1,000	\$0	\$1,000
Total	\$4,000	\$8,500	\$12,500

### Budget Details

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

**G1.** The results of the 2012-2013 FCAT Reading Test indicates that 58% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 8 percentage points to 66%.

**G1.B1** The results of the 2012-2013 FCAT Reading Test indicates that 58% of the Hispanic students made satisfactory progress. Our target for the 2013-2014 school year is to increase the number of Hispanic students making satisfactory progress by 8 percentage points. Black students scored 53% proficient, and our target for the 2013-14 school year is to increase proficiency by 7 percentage points to 60%. ELL students scored 22% proficient, and our 2013-14 target will be to increase proficiency by 24 percentage points to 46% proficient. Students with Disabilities (SWD) scored 24% proficient, and our 2013-14 target will be to increase proficiency by 19 percentage points to 43%. Our Economically Disadvantaged (ED) students scored 54% proficient, and our target for the 2013-14 school year is to increase proficiency by 10 percentage points to 64%. All students in the aforementioned subgroups struggled with an accurate and concise understanding of the material which led to a misconception of the essential message of the text. Limited practice re-reading and identifying implied main idea from a variety of texts has hindered progress in this area.

**G1.B1.S1** Students will be exposed to supplementary activities involving paraphrasing and summarizing to explore relevant details.

### **Action Step 1**

Extended practice involving paraphrasing and summarizing to give students extra practice time identifying the relevant details during class and Saturday Academy sessions.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Tutorial services targeting student needs on Saturdays as a supplement of the classroom providing extended contact time.

#### **Funding Source**

EESAC Funding

#### **Amount Needed**

\$3,000

**G1.B6** The results of the 2012-2013 CELLA Listening/speaking portion indicates that 40% of the ELL students were proficient. Our target for the 2013-2014 school year is to increase the number of proficient ELL students by 6 percentage points to 46%. In order to increase the percentage of students acquiring and attaining English language proficiency in Oral skills, students need additional support in the use of substitution, and meaningful language practice.

**G1.B6.S1** Students will be provided with extensive opportunities to paraphrase brief excerpts or passages, and rereading utilizing substitution in order to unlock the meaning of unfamiliar words. During class as well as in before and after school tutorial sessions.

**Action Step 1**

Implement the use of Imagine learning to provide opportunities for students to use paraphrasing and rereading utilizing substitution to understand the meaning of unfamiliar words during before and after school tutoring.

**Resource Type**

Personnel

**Resource**

Before and After school tutoring

**Funding Source**

ELL/Migrant Grant

**Amount Needed**

\$5,000



**G5.** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 98% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain or improve our Level 3 and above performance of 98%.

**G5.B1** The results of the 2012-2013 Algebra 1 EOC Exam indicates that 26% of the students achieved Level 3 performance. Our target for the 2013-2014 school year is to maintain or improve Level 3 performance of 26%.Based on the results of the 2013 Algebra 1 EOC assessment the area of concern for students achieving level 3 proficiency was reporting category 2: Polynomials. Insufficient exposure to the application of polynomials in real world problem solving situations was a barrier to achieving greater success on this Algebraic strand.

**G5.B1.S1** Students will be provided opportunities to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents during before, after and Saturday Academy sessions.

**Action Step 1**

Provide opportunities to apply the laws of exponents during Saturday Academy sessions

**Resource Type**

Personnel

**Resource**

Tutorial services

**Funding Source**

School based funds

**Amount Needed**

\$3,000

**G10.** Miami Lakes Middle currently participates in the District's Science Fair & Fairchild Challenge, which account for about 4% overall student participation. For the 2013-14 school year we will increase participation by 2 percentage points to 6%.

**G10.B1** Based on an analysis of school performance an increase in the number of students enrolled in upper level math and science courses is crucial to elevating the overall outcome of proficiency, and a catalyst for STEM activities. Limited common teacher planning time to collaborate on science fair project organization, development, judging, facilitating resources, and providing sufficient guidance to participating students for additional planned activities.

**G10.B1.S1** The school will provide resources for before and after school planning and science fair project implementation programs. Affording students with more contact time with science fair coordinators to develop higher quality projects/presentations.

**Action Step 1**

Before and after school Science Fair support

**Resource Type**

Personnel

**Resource**

tutoring

**Funding Source**

School based budget

**Amount Needed**

\$500

**G12.** The 2012-13 Attendance, Suspension, and Failure Reports indicate that our students would benefit from a reduction in missed instructional time. Our goal for the 2013-14 school year is to increase overall attendance by at least 1 percentage point.

**G12.B2** In the 2012-13 school year 17% of the students received one or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of suspensions by at least 1 percentage point to 16%. Because academic performance is directly affected by student attendance, our school needs to make improvements in the number of behavioral referrals which lead to time away from instruction based on the data from our 2012-13 attendance report.

**G12.B2.S1** Miami Lakes Middle school will implement our newly developed "Walk Like A Warrior" discipline plan in an effort to reduce the number of suspensions, and increase the remediation effect.

### **Action Step 1**

Implement "Walk Like A Warrior" discipline plan which provides incentives for improved behavior and academics.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Incentives and awards for students who have improved behavior or academics at the end of each grading period.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$1,000