



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Doral Academy Of Technology

2601 NW 112TH AVE

Doral, FL 33172

305-591-0020

<http://dachs.dadeschools.net>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
43%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
94%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**

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## SIP Authority and Template

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

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

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

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**Table of Contents**

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<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>19</b>
<b>Goals Summary</b>	<b>24</b>
<b>Goals Detail</b>	<b>24</b>
<b>Action Plan for Improvement</b>	<b>34</b>
<b>Part III: Coordination and Integration</b>	<b>0</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>100</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>110</b>

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Doral Academy Of Technology

##### Principal

Angela Ramos, Alina Lopez

##### School Advisory Council chair

Marianella Mesa

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

Name	Title
Mrs. Alina Lopez	Principal
Mrs. Marianella Mesa	Assistant Principal
Mrs. Jennifer Roque	Exceptional Student Education Teacher (ESE& ELL)
Ms. Sophia Prevolis	Reading coach
Mrs. Lissette Robles,	Counselor

#### 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

Alina Lopez, principal -1, Marianella Mesa, Sophia Prevolis, Josefa Diaz, Janet Sardina, Ady Nunez, teachers – 5, Sofie Frary, Marta Vega, Lety Carlucci, Albert Rey, Idelsy Evora, parents – 5, Jennifer Roque, educational support -1, Olivia Frary, Joseph Prats, student – 2, Giovanni Carlucci, Pablo Correra, BCR – 2, Angela Ramos, BOD – 1, Brenda Margolles, alternate teacher – 1, Lissette Robles, alternate educational support -1, Albert Rey, alternate student – 1, Nancy Galvez, alternate parent – 1

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

Reach out to business communities as a partnership.

Increase parental involvement.

Discuss strengths and weaknesses as it relates to students achievement.

Monitor the implementation of the School Improvement Plan through ongoing data analysis from district interims and mini assessments..

Monitor and review the spending of school funds.

Review and monitor data regarding student performance of interim assessments, End of Course Exams and FCAT assessments

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

SAC will continue to monitor and modify the School Improvement Plan by analyzing data and developing strategies to meet student's needs.

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

School Improvement funds will be anticipated to implement incentives to increase performance in EOC exams, writing and science.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Angela Ramos, Alina Lopez**

Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

BA in Psychology from Florida International University,  
MS in Elementary Education from Nova Southeastern University,  
Educational Leadership Certification from Florida International  
University

**Performance Record**

2013 – School Grade -A  
Rdg. Proficiency, 97%  
Math Proficiency, 97%  
Rdg. Lrg. Gains, 81 points  
Math Lrg. Gains, 85points  
Rdg. Imp. of Lowest 25% -  
81 points  
Math Imp. of Lowest 25% -  
85 points  
Rdg. AMO – 100%  
Math AMO– 100%

2012 – School Grade -A  
Rdg. Proficiency, 100%  
Math Proficiency, 100%  
Rdg. Lrg. Gains, 83 points  
Math Lrg. Gains, 92points  
Rdg. Imp. of Lowest 25% -  
83 points  
Math Imp. of Lowest 25% -  
92 points  
Rdg. AMO – N/A  
Math AMO– N/A

2011 – School Grade -A  
Rdg. Proficiency, 83%  
Math Proficiency, 80%  
Rdg. Lrg. Gains, 71 points  
Math Lrg. Gains, 64points  
Rdg. Imp. of Lowest 25% -  
73 points  
Math Imp. of Lowest 25% -  
65 points

2010 – School Grade -A  
Rdg. Proficiency, 78%  
Math Proficiency, 88%  
Rdg. Lrg. Gains, 71 points  
Math Lrg. Gains, 79points  
Rdg. Imp. of Lowest 25% -  
72 points  
Math Imp. of Lowest 25% -  
79 points

2009 – School Grade -A  
Rdg. Proficiency, 45%  
Math Proficiency, 88%



Rdg. Lrg. Gains, 54 points  
Math Lrg. Gains, 85points  
Rdg. Imp. of Lowest 25% -  
51 points  
Math Imp. of Lowest 25% -  
87 points

**Marianella Mesa**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

BA in Business Administration from Florida International University,

MS in Educational Leadership from Nova Southeastern University

**Performance Record**

2013 – School Grade -A  
 Rdg. Proficiency, 97%  
 Math Proficiency, 97%  
 Rdg. Lrg. Gains, 81 points  
 Math Lrg. Gains, 85points  
 Rdg. Imp. of Lowest 25% -  
 81 points  
 Math Imp. of Lowest 25% -  
 85 points

Rdg. AMO – 100%  
 Math AMO– 100%  
 2012 – School Grade -A  
 Rdg. Proficiency, 100%  
 Math Proficiency, 100%  
 Rdg. Lrg. Gains, 83 points  
 Math Lrg. Gains, 92points  
 Rdg. Imp. of Lowest 25% -  
 83 points  
 Math Imp. of Lowest 25% -  
 92 points  
 Rdg. AMO – N/A  
 Math AMO- N/A

2011 – School Grade -A  
 Rdg. Proficiency, 83%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 71points  
 Math Lrg. Gains, 64points  
 Rdg. Imp. of Lowest 25% -  
 73 points  
 Math Imp. of Lowest 25% -  
 65points

2010 – School Grade -A  
 Rdg. Proficiency, 80%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 66 points  
 Math Lrg. Gains, points 72  
 Rdg. Imp. of Lowest 25% -  
 62 points  
 Math Imp. of Lowest 25% -  
 72 points

2009 – School Grade -A  
 Rdg. Proficiency, 45%  
 Math Proficiency, 88%  
 Rdg. Lrg. Gains, 54 points Math Lrg. Gains, points

Rdg. Imp. of Lowest 25% - 51  
points  
Math Imp. of Lowest 25% - 87  
points

### Instructional Coaches

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Sophia Prevolis**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

Professional Educators  
 ESE K-12 , Reading K-12  
 ESOL and Gifted Endorsement

**Performance Record**

2013 – School Grade –  
 Rdg. Proficiency, 74%  
 Math Proficiency, 89%  
 Rdg. Lrg. Gains, 77 points  
 Math Lrg. Gains, 91points  
 Rdg. Imp. of Lowest 25% -  
 78 points  
 Math Imp. of Lowest 25% -  
 85 points  
 Rdg. AMO –77  
 Math AMO–65  
 2012 – School Grade -A  
 Rdg. Proficiency, 79%  
 Math Proficiency, 74%  
 Rdg. Lrg. Gains, 75 points  
 Math Lrg. Gains, 71points  
 Rdg. Imp. of Lowest 25% -  
 79 points  
 Math Imp. of Lowest 25% -  
 71 points  
 Rdg. AMO –7  
 Math AMO–62  
 2011 – School Grade -A  
 Rdg. Proficiency, 83%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 64points  
 Rdg. Imp. of Lowest 25% -  
 73 points  
 Math Imp. of Lowest 25% -  
 65 points  
 2010 – School Grade -A  
 Rdg. Proficiency, 80%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 66 points  
 Math Lrg. Gains, 72points  
 Rdg. Imp. of Lowest 25% -  
 62 points  
 Math Imp. of Lowest 25% -  
 72 points  
 Ms. Prevolis entered the teaching profession in 2009.

**Classroom Teachers**

**# of classroom teachers**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

100%

**# certified in-field**

4, 100%

**# ESOL endorsed**

2, 50%

**# reading endorsed**

1, 25%

**# with advanced degrees**

0, 0%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

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

3, 75%

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

1, 25%

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

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

Administration will be responsible to hire Certified Teachers by maintaining a certification log  
 Implement a Mentoring Program for first year teachers  
 Monitor Certification on a monthly basis and encourage teachers to take professional development classes

### **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**

A strong and supportive plan to achieve mutual goals within a partnership. Both professionals will demonstrate a commitment to improving the academic achievement of all students.

Mentor is a teacher within the same content area as the Mentee. Mentor is to provide support, resources, and guidance for the mentee during the school year and meet during common planning time. There will be a pre-observation meeting, Observation, and Post observation meeting later in the year where there is a reflection on the practice of teaching. The following topics will be covered within pairs: Curriculum mapping/pacing guides, lesson planning, grade book, classroom management, and certification planning for temporary certified teachers.

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

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

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

The MTSS Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:

Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT Saturday tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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

Mrs. Alina Lopez, Principal and Mrs. Marianella Mesa Assistant Principal, provide a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RtI model. Both will schedule and facilitate regular RtI meetings, ensure attendance of team members, and ensure follow up action steps.

General Education Teachers (Reading and Math): Participate in student data collection on a quarterly basis; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.

Mrs. Jennifer Roque, Exceptional Student Education Teacher (ESE): Participate in student data collection quarterly; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

Mrs. Lissette Robles, Counselor: Monitor student achievement; set-up parent-teacher conferences; develop academic and behavior contracts; and communicate with all stake-holders on a biweekly basis.

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

The MTSS Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention. Monitoring, modify and analyzing student data performance will be the primary source in implementing the School's Improvement Plan throughout the year.

### **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), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR) End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) Frequency of Data Days: Once a quarter for data analysis Edusoft: District baselines, interims, and mini assessments. MTSS/RtI will implement the process at a glance for behavior management utilizing the steps for Tier 1-3. If needed a FAB or BIP and The Student Case Management system will be implemented for Tier III.

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

Professional development will be provided during first week of school. Small sessions are planned throughout the year for both parents and instructional staff. Professional development sessions entitled "What is MTSS/ RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar. Teachers will be encouraged to take the MTSS/ RTI online course through the Florida Department of Education. Effectively and actively involve and resolute leadership that frequency provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts. Ongoing data driven professional development activities that align core student goals and staff needs.

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

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

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

**Strategy:** Before or After School Program**Minutes added to school year:** 1,020

Before and After School Tutoring provides additional support for all students in reading, mathematics, science, and writing.

Saturday Tutoring sessions provide additional support in Science and Mathematics for all students identified as low performing and bubble students.

Math Enrichment Summer program provides enrichment activities that are hands on and computer based for students in accelerated math program for 6th graders.

A Summer STEM program is given in the summer which offers hands on and enriched activities for all students.

Math Enrichment Summer program provides enrichment activities that are hands on and computer based for students in accelerated math program for 7th and 8th graders.

**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?**

Administrators collect attendance sheets for every day of tutoring to determine which students have been participating and have shown improvement through mini assessment in reading, math, and science classes.

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

Students are identified throughout the year and are encouraged to attend tutoring before, after school and Saturdays. Sessions are developed based on targeted benchmarks for each group. Summer programs are overseen by administrators and pre and posttest are analyzed to determine its effectiveness of the program and student performance.

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

<b>Name</b>	<b>Title</b>
Mrs. Alina Lopez,	Principal
Mrs. Sophia Prevolis	Reading Coach
Mrs. Marianella Mesa	Assistant Principal
Ms. Jennifer Roque	ELL and ESE Coordinator

**How the school-based LLT functions**

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using



Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

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

The major initiative for the 2013-2014 school year would be increase literacy across all curriculum. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

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

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum. In addition, the Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and student portfolios. These tools will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. School is promoting literacy through all curriculums

## **Preschool Transition**

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

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

N/A

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The school offers Pre-Advanced Courses in Social Studies, Language Arts, and Science for all middle school students. These courses will offer college ready opportunities for all students. Updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices. Opportunities for enrolling in high school credit courses in math and science is available for students. School is a partner with Community Business and have agreed to have students complete community hours in a field of choice related to the students career path.

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

The school offers Pre-Advanced Courses in Social Studies, Language Arts, and Science for all middle school students. These courses will offer college ready opportunities for all students. Updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices. Opportunities for enrolling in high school credit courses in math and science is available for students. School is a partner with Community Business and have agreed to have students complete community hours in a field of choice related to the students career path.

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

The administration and counselors work closely with all the students throughout the year to ensure students are on track to eighth grade promotion and pursuing a post secondary education. The counselors are also active in encouraging students to take Honors, High school credit, Pre-AP courses to help prepare the students in their post secondary plans. Counselors share information that includes but is not limited to yearly subject selection, eighth grade promotion requirements, recovery courses. Although Doral Academy of Technology is proud of its promotion rate and student readiness for the secondary level, it will continue to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the NAEP, FCAT 2.0 Assessments, and End of Course Exams.

## 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	100%	97%	Yes	100%
American Indian				
Asian				
Black/African American				
Hispanic	100%	98%	Yes	100%
White	100%	85%	No	100%
English language learners				
Students with disabilities				
Economically disadvantaged	100%	97%	Yes	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	15%	18%
Students scoring at or above Achievement Level 4	163	81%	82%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	83%

### 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	58	83%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### 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	100%	97%	Yes	100%
American Indian				
Asian				
Black/African American				
Hispanic	100%	98%	Yes	100%
White	100%	92%	No	100%
English language learners				
Students with disabilities				
Economically disadvantaged	100%	96%	Yes	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	20%	24%
Students scoring at or above Achievement Level 4	80	75%	77%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		85%	87%

**Middle School Acceleration**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	40%	40%
Students scoring at or above Achievement Level 4	33	58%	58%

**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>		8%
Students scoring at or above Achievement Level 4	95	92%	92%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	22%	22%
Students scoring at or above Achievement Level 4	48	72%	72%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		11
Participation in STEM-related experiences provided for students	194	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	140	72%	75%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	140	72%	75%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		72%	75%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	1%	1%
Students who fail a mathematics course	4	2%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	2	1%	1%
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	2%	1%

**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**

Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI).

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
• Through the Parent Teacher Student Involvement (PTSI), create a variety of opportunities before and after school for parents to volunteer and participate in.	146	75%	77%
• Use the Website, Doral APP on electronic devices and Connect Ed to communicate with parents.	194	100%	100%
• Encourage parents to participate in the Parent Teacher Student Involvement (PTSI) to become aware of school activities.	146	75%	80%
• Increase Literacy Team activities for Parents and families afterschool that offer interventions and support for students who are struggling or at risk.	136	70%	75%

## Goals Summary

- G1.** Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.
- G2.** Students scoring at Achievement Level 3 and above on the 2014 Geometry EOC will maintain proficiency.
- G3.** All students in grade 8 scoring at Achievement Level 3 and above on the 2014 Science FCAT will maintain proficiency.
- G4.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program.
- G5.** Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.
- G6.** All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.
- G7.** All students scoring at or above Level 3 will maintain proficiency on the 2014 FCAT 2.0 Reading Assessment.
- G8.** Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percentage point in all areas.
- G9.** Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.
- G10.** All students in grade 8 scoring at or above 3.5 on the 2014 Writing will increase by 2 percentage points by 85%.
- G11.** All students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Mathematics will increase by 2 percentage points to 100%
- G12.** All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC will maintain proficiency.

## Goals Detail



**G1.** Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.

**Targets Supported**

**Resources Available to Support the Goal**

- PLC Florida Achieves Interim Assessments Computer Based Enrichment Programs

**Targeted Barriers to Achieving the Goal**

- Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities

**Plan to Monitor Progress Toward the Goal**

Conduct grade level meetings to ensure effectiveness and alignment of math program

**Person or Persons Responsible**

Math Department Chair and Administration

**Target Dates or Schedule:**

biweekly

**Evidence of Completion:**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

**G2.** Students scoring at Achievement Level 3 and above on the 2014 Geometry EOC will maintain proficiency.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Fathom, Geometers; Sketchpad and webwork.

**Targeted Barriers to Achieving the Goal**

- The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Two Dimensional Geometry Mathematics due to limited classroom opportunities to develop exploration and inquiry activities.
- The results of the 2013 Geometry EOC indicate that students who scored a Level 4 and above had difficulties with two dimensional geometry. Students will have increase opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguished between the proof of a conjecture and an example that supports a conjecture.

### Plan to Monitor Progress Toward the Goal

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

#### Person or Persons Responsible

The mathematics department chair and LLT

#### Target Dates or Schedule:

bi weekly basis

#### Evidence of Completion:

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

**G3.** All students in grade 8 scoring at Achievement Level 3 and above on the 2014 Science FCAT will maintain proficiency.

#### Targets Supported

- Science - Middle School

#### Resources Available to Support the Goal

- District baseline data and school based assessments Develop PLC of Science teachers

#### Targeted Barriers to Achieving the Goal

- Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students who scored at Achievement level 3 had difficulty with the Reporting Category, Physical and Chemical Science.
- Students who scored at achievement level 4 and above show varying experiences and interest in science. Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

### Plan to Monitor Progress Toward the Goal

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

#### Person or Persons Responsible

Science Department head and LLT

#### Target Dates or Schedule:

bi weekly basis

#### Evidence of Completion:

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

**G4.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- STEM , LEGOMIND, Fairchild Challenge Cisco Linking of Classes Media Professional Learning Communities (PLC) of science and mathematics teachers

**Targeted Barriers to Achieving the Goal**

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

**Plan to Monitor Progress Toward the Goal**

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

**G5.** Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- STEM teachers and administration

**Targeted Barriers to Achieving the Goal**

- After data analysis, we recognize the need to increase both the numbers of students enrolled in advanced and high school credit courses along with competition rate and successful placement exams.

### Plan to Monitor Progress Toward the Goal

will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

**Person or Persons Responsible**

STEM teachers and administration

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

**G6.** All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

- Achieves 3000 Student mini assessments and District assessments

**Targeted Barriers to Achieving the Goal**

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

### Plan to Monitor Progress Toward the Goal

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.

**Person or Persons Responsible**

The Social Studies department chairs, Reading Coach, Administration

**Target Dates or Schedule:**

weekly basis

**Evidence of Completion:**

Formative Assessment- Student mini assessments and District assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

**G7. All students scoring at or above Level 3 will maintain proficiency on the 2014 FCAT 2.0 Reading Assessment.**

### **Targets Supported**

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

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

- Fair Assessment Data Reading Plus

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

- The area of deficiency for the White subgroup, as noted on the 2013 administration of the FCAT 2.0 administration reading test was reporting category 1: Vocabulary: due to limited use of word relationships and exposure to informational text.
- The area of deficiency with students scoring at an achievement level 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.
- The area of deficiency for students scoring at or above Achievement level 4, as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Students making learning gains on the 2014 FCAT 2.0 Reading Assessment will increase by 2 percentage points to 83%. The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.
- It is noted on the 2013 administration of the FCAT Reading Test was that 81% of the students scored in the lowest 25%. The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.

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

Will review reports on student's attendance and assessments used in the after school tutoring program and conduct grade level meetings to review formative assessments and adjust instruction as needed.

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

Reading Coach and Assistant Principal

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

Bi-weekly

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

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports  
Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

**G8.** Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percentage point in all areas.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Character Education Seminars Connect Ed and Plasco

**Targeted Barriers to Achieving the Goal**

- Students who miss 10% or more of available instructional time will maintain as 1%. Parents may have lack of knowledge of the school's policy and procedures related to the student conduct code and curriculum bulletin.
- Students who miss fail one or more course will decrease by one percentage point from 2% to 1%.
- Students who have one or more behavior referrals will decrease by 1 percentage points from 2% to 1%.

**Plan to Monitor Progress Toward the Goal**

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

**Person or Persons Responsible**

Administration and MTSS/RtI

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

2014 reports of student outdoor and indoor suspension, attendance reports, and counselors.

**G9.** Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Teacher Student Involvement (PTSI) Literacy Team activities

**Targeted Barriers to Achieving the Goal**

- We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

### Plan to Monitor Progress Toward the Goal

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

**Person or Persons Responsible**

Lead teacher and administration

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

2014 Logs will be reviewed from Connect Ed and parents sign in sheets.

**G10.** All students in grade 8 scoring at or above 3.5 on the 2014 Writing will increase by 2 percentage points by 85%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Springboard Embedded assessments Arts for Learning Advancing teaching and learning through the arts and community cultural resources

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

### Plan to Monitor Progress Toward the Goal

Will conduct grade level meetings to review formative assessments and adjust instruction as needed.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**G11.** All students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Mathematics will increase by 2 percentage points to 100%

### **Targets Supported**

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

- Florida Achieves data reports and district interim reports.

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

- As noted on the 2013 FCAT 2.0 Mathematics Assessment, the White subgroup did not make satisfactory progress.
- Students scoring at or above a level 4 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 77%.
- Students making learning gains on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 87%.
- Students at the lowest 25% making learning gains on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 87%.
- Students scoring at Achievement Level 3 will increase by 4 percentage points to 24%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Reporting Category Statistics and Expressions, Equations, and Functions.

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

Will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

### **Person or Persons Responsible**

Teachers

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

Quarterly

### **Evidence of Completion:**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports.  
Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.



**G12.** All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC will maintain proficiency.

### **Targets Supported**

- Algebra 1 EOC

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

- Florida Achieves data reports and district interim reports.

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

- The area in need of support as noted by the 2013 Algebra I EOC for students scoring at an Achievement level 3 is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Using Mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operation.
- The area of deficiency for students who scored a Level 4 and above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities

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

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

### **Person or Persons Responsible**

The mathematics department chair and LLT

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

Formative biweekly

### **Evidence of Completion:**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Middle school participation in high school EOC and high school credit courses will increase in participation and performance for the 2014 school year.

**G1.B1** Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities

**G1.B1.S1** Students will have increase opportunities to participate in competition level mathematics problems and gain a deeper understanding and probing for “How” and “Why” on advanced critical thinking problems.

### Action Step 1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

#### Person or Persons Responsible

Math Department Chair and Administration

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

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

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

#### Person or Persons Responsible

Math Department Chair and Administration

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

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

Conduct grade level meetings to ensure effectiveness and alignment of math program.

#### Person or Persons Responsible

Math Department Chair and Administration

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

**G1.B1.S2** Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of Mathematics for End of Course Exams.

#### Action Step 1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

#### Person or Persons Responsible

Math Department Chair and Administration

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

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

Math Department Chair and Administration

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

### **Plan to Monitor Effectiveness of G1.B1.S2**

Conduct grade level meetings to ensure effectiveness and alignment of math program

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

Math Department Chair and Administration

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I , Geometry, and Biology EOC

**G2. Students scoring at Achievement Level 3 and above on the 2014 Geometry EOC will maintain proficiency.**

**G2.B1** The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Two Dimensional Geometry Mathematics due to limited classroom opportunities to develop exploration and inquiry activities.

**G2.B1.S3** Provide opportunities for students to apply geometric concepts in modeling real-world activities.

**Action Step 1**

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

**Person or Persons Responsible**

The mathematics department chair and LLT

**Target Dates or Schedule**

bi weekly basis

**Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

**Person or Persons Responsible**

The mathematics department chair and LLT

**Target Dates or Schedule**

bi weekly basis

**Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

### Plan to Monitor Effectiveness of G2.B1.S3

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

bi weekly

#### Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

**G2.B1.S4** Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem by using Fathom, Geometers; Sketchpad and webwork.

#### Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

#### Person or Persons Responsible

The mathematics department chair and LLT

#### Target Dates or Schedule

September 5, October 25, November 8, December 12 (Teacher Planning Days)

#### Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

#### Facilitator:

Math Department Chair

#### Participants:

Math Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4**

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

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

The mathematics department chair and LLT

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

bi weekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

### **Plan to Monitor Effectiveness of G2.B1.S4**

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

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

Administrators

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

bi weekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

**G2.B2** The results of the 2013 Geometry EOC indicate that students who scored a Level 4 and above had difficulties with two dimensional geometry. Students will have increase opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguished between the proof of a conjecture and an example that supports a conjecture.

**G2.B2.S1** Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities.

### **Action Step 1**

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

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

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. Conduct Data Chats Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. The Geometry EOC will be used to determine the effectiveness of the strategy.

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

Administrators

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

bi weekly basis

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC



## **Plan to Monitor Effectiveness of G2.B2.S1**

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. Conduct Data Chats Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. The Geometry EOC will be used to determine the effectiveness of the strategy.

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

biweekly

### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

**G3.** All students in grade 8 scoring at Achievement Level 3 and above on the 2014 Science FCAT will maintain proficiency.

**G3.B1** Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students who scored at Achievement level 3 had difficulty with the Reporting Category, Physical and Chemical Science.

**G3.B1.S1** Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.

### **Action Step 1**

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

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

Science Department head and LLT

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

September 5, October 25, Teacher Planning Days

#### **Evidence of Completion**

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

#### **Facilitator:**

Science Department Chair

#### **Participants:**

Science Department head and LLT

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

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

#### Person or Persons Responsible

Science Department head and LLT

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

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

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

#### Person or Persons Responsible

Science Department head and LLT

#### Target Dates or Schedule

bi weekly basis

#### Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

**G3.B1.S5** Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students (i.e at grade level, intervention and enrichment groups)

**Action Step 1**

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards.

**Person or Persons Responsible**

Science Department head and LLT

**Target Dates or Schedule**

bi weekly basis

**Evidence of Completion**

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

**Plan to Monitor Fidelity of Implementation of G3.B1.S5**

review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards

**Person or Persons Responsible**

Science Department head and LLT

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

### Plan to Monitor Effectiveness of G3.B1.S5

monitor district interims and mini assessments and focus calendars to adjust interventions as needed. will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

bi weekly basis

#### Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

**G3.B2** Students who scored at achievement level 4 and above show varying experiences and interest in science. Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**G3.B2.S1** Ensure that students write lab conclusions with claim-evidence reasoning included in investigations, as delineated by the Common Core State Standards.

#### Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

#### Person or Persons Responsible

Science Department head and LLT

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

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

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

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

Science Department head and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

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

monitor district interims and mini assessments and focus calendars to adjust interventions as needed. will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

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

Administrators

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

bi weekly

#### **Evidence of Completion**

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

**G3.B2.S2** Promote the use of instructional technology (e.g. Gizmos, Florida Achieves FOCUS, etc) to enhance and remediate student conceptual understanding of topics being addressed.

**Action Step 1**

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

**Person or Persons Responsible**

Science Department head and LLT

**Target Dates or Schedule**

bi weekly

**Evidence of Completion**

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments  
Summative Assessment- 2014 FCAT 2.0 Science

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

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

**Person or Persons Responsible**

Science Department head and LLT

**Target Dates or Schedule**

bi weekly

**Evidence of Completion**

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

## **Plan to Monitor Effectiveness of G3.B2.S2**

monitor district interims and mini assessments and focus calendars to adjust interventions as needed. will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

bi weekly

### **Evidence of Completion**

Formative Assessment- Student work and mini assessments. Data from Florida Achieves and Gizmos activities and assessments District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science



**G4.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program.

**G4.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

**G4.B1.S1** Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , LEGOMIND, Fairchild Challenge, etc).

### **Action Step 1**

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

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

Administrators

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

August 12 -16, (Teacher Planning Days)

#### **Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

#### **Facilitator:**

Administration

#### **Participants:**

STEM Teachers

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

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

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

Administrators

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

quarterly

#### **Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

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

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

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

Administrators

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

quarterly

#### **Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

**G4.B1.S2** Develop Professional Learning Communities (PLC) of science and mathematics teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning.

**Action Step 1**

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

**Plan to Monitor Fidelity of Implementation of G4.B1.S2**

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

## Plan to Monitor Effectiveness of G4.B1.S2

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

quarterly

### Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

**G4.B1.S4** Incorporates critical thinking and problem-solving skills. Utilize Cisco Linking of Classes Media to integrate lessons in classrooms

### Action Step 1

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

quarterly

### Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

### **Plan to Monitor Fidelity of Implementation of G4.B1.S4**

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

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

Administrators

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

quarterly

#### **Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

### **Plan to Monitor Effectiveness of G4.B1.S4**

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

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

Administrators

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

quarterly

#### **Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0Science and Mathematics Assessment Classroom Walkthroughs and student work

**G5.** Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.

**G5.B1** After data analysis, we recognize the need to increase both the numbers of students enrolled in advanced and high school credit courses along with competition rate and successful placement exams.

**G5.B1.S1** Implement a pre diagnostic exam in Mathematics and implement a Math Research Competitive course

**Action Step 1**

will be monitored by STEM teachers and administration on student participation and effectiveness of the programs

**Person or Persons Responsible**

STEM teachers and administration

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

**Facilitator:**

Literacy Team

**Participants:**

STEM teachers and administration

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

will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

**Person or Persons Responsible**

STEM teachers and administration

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

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

will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

#### Person or Persons Responsible

STEM teachers and administration

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

### G5.B1.S2 Encourage participating in State, District, and National Competitions in Mathematics and Science.

#### Action Step 1

Student Progress will be monitored on student participation and effectiveness of the programs.

#### Person or Persons Responsible

STEM teachers and administration

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

Student Progress will be monitored on student participation and effectiveness of the programs.

#### Person or Persons Responsible

STEM teachers and administration

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

## Plan to Monitor Effectiveness of G5.B1.S2

Student Progress will be monitored on student participation and effectiveness of the programs.

### Person or Persons Responsible

STEM teachers and administration

### Target Dates or Schedule

quarterly

### Evidence of Completion

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

**G6.** All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

**G6.B1** Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

**G6.B1.S2** Provide activities that allow student to interpret primary and secondary sources of information, using multimedia sources to examine.

### Action Step 1

monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft.

### Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

### Target Dates or Schedule

weekly basis

### Evidence of Completion

Formative Assessment- Student mini assessments and District assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment



### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

will monitor the implementation and data on interims assessments and Achieves 3000 reports. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft.

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

The Social Studies department chairs, Reading Coach, Administration

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

weekly basis

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and District assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

### **Plan to Monitor Effectiveness of G6.B1.S2**

Conduct data chats within Social Studies department. Monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed

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

Administration

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

weekly basis

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and District assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

**G6.B1.S5** Implement Achieves 3000 computer based reading program in all Civics classes.

**Action Step 1**

monitor the implementation and data on interims assessments and Achieves 3000 reports on a weekly basis. Review classroom assignments, lesson plans and student assessments that target specific skills

**Person or Persons Responsible**

The Social Studies department chairs, Reading Coach, Administration

**Target Dates or Schedule**

August 15, 2013, October 25, February 7, April 7 (Teacher Planning Days)

**Evidence of Completion**

Formative Assessment- Student mini assessments and district assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

**Facilitator:**

Achieves 3000 Rep Social Studies Department Chair

**Participants:**

Civics Teachers

**Plan to Monitor Fidelity of Implementation of G6.B1.S5**

Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

**Person or Persons Responsible**

The Social Studies department chairs, Reading Coach, Administration

**Target Dates or Schedule**

weekly basis.

**Evidence of Completion**

Formative Assessment- Student mini assessments and district assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

## **Plan to Monitor Effectiveness of G6.B1.S5**

Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

### **Person or Persons Responsible**

The Social Studies department chairs, Reading Coach, Administration

### **Target Dates or Schedule**

weekly basis.

### **Evidence of Completion**

Formative Assessment- Student mini assessments and district assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment

**G7.** All students scoring at or above Level 3 will maintain proficiency on the 2014 FCAT 2.0 Reading Assessment.

**G7.B1** The area of deficiency for the White subgroup, as noted on the 2013 administration of the FCAT 2.0 administration reading test was reporting category 1: Vocabulary: due to limited use of word relationships and exposure to informational text.

**G7.B1.S1** Will provide students with more practice with prefixes, suffixes, root words, synonyms, and antonyms through Differentiated Instruction. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction in work meaning.

### **Action Step 1**

Will monitor the implementation of identified strategies. Will review formative assessment data reports to ensure progress in being made and adjust intervention as needed. Will conduct grade level meetings to review formative assessments and adjust instruction as needed.

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

The LLT along with the MTSS/Rti Reading Coach and Assistant principal

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

August 8, 2013 (ongoing Teacher Planning Days)

#### **Evidence of Completion**

Formative Assessment: Fair Assessment Data Summative Assessment: Results from the 2014 FCAT 2.0 Reading

#### **Facilitator:**

Sophia Prevolis

#### **Participants:**

New Reading Teachers

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

Will monitor the implementation of identified strategies. Will review formative assessment data reports to ensure progress in being made and adjust intervention as needed. Will conduct grade level meetings to review formative assessments and adjust instruction as needed.

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

The LLT along with the MTSS/Rti Reading Coach and Assistant Principal

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

bi weekly

#### **Evidence of Completion**

Formative Assessment: Fair Assessment Data Summative Assessment: Results from the 2014 FCAT 2.0 Reading

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

Will monitor the implementation of identified strategies. Will review formative assessment data reports to ensure progress in being made and adjust intervention as needed. Will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

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

The LLT along with the MTSS/Rti Reading Coach and Assistant principal

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

bi weekly

#### **Evidence of Completion**

Formative Assessment: Fair Assessment Data Summative Assessment: Results from the 2014 FCAT 2.0 Reading

**G7.B2** The area of deficiency with students scoring at an achievement level 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences and returning to text for answers.

**G7.B2.S1** Students will be provided a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers.

**Action Step 1**

monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

**Person or Persons Responsible**

The LLT along with administrators

**Target Dates or Schedule**

bi weekly

**Evidence of Completion**

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

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

will monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments

**Person or Persons Responsible**

Reading Coach and administration

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

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

monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments

### Person or Persons Responsible

Reading Coach and administration

### Target Dates or Schedule

weekly basis

### Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

**G7.B2.S2** Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

### Action Step 1

Monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

### Person or Persons Responsible

The LLT along with administrators

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

### **Plan to Monitor Fidelity of Implementation of G7.B2.S2**

Monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.

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

The LLT along with administrators

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

### **Plan to Monitor Effectiveness of G7.B2.S2**

Monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments.

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

Reading Coach and Administration

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

Weekly

#### **Evidence of Completion**

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment



**G7.B3** The area of deficiency for students scoring at or above Achievement level 4, as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G7.B3.S1** Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

**Action Step 1**

Monitor the implementation of strategies.

**Person or Persons Responsible**

Assistant Principal, Reading Coach, and Language Arts Department chairperson

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

**Plan to Monitor Fidelity of Implementation of G7.B3.S1**

Monitor the implementation of strategies.

**Person or Persons Responsible**

Assistant Principal, Reading Coach, and Language Arts Department chairperson

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

## Plan to Monitor Effectiveness of G7.B3.S1

Review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed. Incorporate Reading Plus in all the Language Arts, including Advanced classes.

### Person or Persons Responsible

Reading Coach and Assistant Principal

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

**G7.B4** Students making learning gains on the 2014 FCAT 2.0 Reading Assessment will increase by 2 percentage points to 83%. The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.

**G7.B4.S1** Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice in identifying descriptive language that defines moods and provides imagery.

### Action Step 1

Will monitor interventions and review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed.

### Person or Persons Responsible

MTSS/Rtl along with LLT Reading Coach and Assistant Principal

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

### **Plan to Monitor Fidelity of Implementation of G7.B4.S1**

Will monitor interventions and review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed.

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

MTSS/Rtl along with LLT Reading Coach and Assistant Principal

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

### **Plan to Monitor Effectiveness of G7.B4.S1**

Will monitor interventions and review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed.

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

MTSS/Rtl along with LLT Reading Coach and Assistant Principal

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

**G7.B5** It is noted on the 2013 administration of the FCAT Reading Test was that 81% of the students scored in the lowest 25%. The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.

**G7.B5.S1** Provide an after school tutoring program that will target students who are performing in the lowest 25%.

**Action Step 1**

Will monitor tutoring programs and student progression. Use data gathered from students in the pull out program.

**Person or Persons Responsible**

Reading Coach and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

**Plan to Monitor Fidelity of Implementation of G7.B5.S1**

Will monitor tutoring programs and student progression. Use data gathered from students in the pull out program.

**Person or Persons Responsible**

Reading Coach and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

## Plan to Monitor Effectiveness of G7.B5.S1

Will review monthly reports on student's attendance and assessments used in the after school tutoring program and conduct grade level meetings to review formative assessments and adjust instruction as needed.

### Person or Persons Responsible

Administrators and Reading Coach

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

**G8.** Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percentage point in all areas.

**G8.B1** Students who miss 10% or more of available instructional time will maintain as 1%. Parents may have lack of knowledge of the school's policy and procedures related to the student conduct code and curriculum bulletin.

**G8.B1.S1** Parents/student notification system regarding excessive absences and tardiness (Connect Ed and Plasco

### Action Step 1

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

### Person or Persons Responsible

Administration and MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 reports of student outdoor and indoor suspension, attendance reports, and counselors.

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

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

#### Person or Persons Responsible

Administration and MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 reports of student outdoor and indoor suspension, attendance reports, and counselors.

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

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

#### Person or Persons Responsible

Administration and MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 reports of student outdoor and indoor suspension, attendance reports, and counselors.

### G8.B1.S2 Student lock out will be enforced throughout the day.

#### Action Step 1

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

#### Person or Persons Responsible

Administration and MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 Early Warning Signs Plasco Reports

### **Plan to Monitor Fidelity of Implementation of G8.B1.S2**

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

**Person or Persons Responsible**

Administration and MTSS/Rtl

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 Early Warning Signs

### **Plan to Monitor Effectiveness of G8.B1.S2**

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

**Person or Persons Responsible**

Administration and MTSS/Rtl

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 Early Warning Signs

**G8.B2** Students who miss fail one or more course will decrease by one percentage point from 2% to 1%.

**G8.B2.S1** Students will be enrolled in course recovery classes and offered before and after school tutoring.

**Action Step 1**

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

**Person or Persons Responsible**

Administration and MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 Early Warning Signs

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

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

**Person or Persons Responsible**

Administration and MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 Early Warning Signs



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

Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

### Person or Persons Responsible

Administration and MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 Early Warning Signs

**G8.B3** Students who have one or more behavior referrals will decrease by 1 percentage points from 2% to 1%.

**G8.B3.S1** MTSS/RtI team will monitor students who receive two more behavior referrals providing students with counseling and encouraging parental involvement in this process.

### Action Step 1

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

### Person or Persons Responsible

Administration and MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 Early Warning Signs

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

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

**Person or Persons Responsible**

Administration and MTSS/Rtl

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 Early Warning Signs

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

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students

**Person or Persons Responsible**

Administration and MTSS/Rtl

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 Early Warning Signs

**G9.** Our goal for the 2013-2014 school year is to increase the percentage by 5 percentage points to 85% of parents participating in school wide activities.

**G9.B1** We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

**G9.B1.S1** We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

**Action Step 1**

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops.

**Person or Persons Responsible**

Lead teacher and administration

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

2014 Logs will be reviewed from Connect Ed and parents sign in sheets.

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

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

**Person or Persons Responsible**

Lead teacher and administration

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

2014 Logs will be reviewed from Connect Ed and parents sign in sheets.

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

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

#### Person or Persons Responsible

Lead teacher and administration

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

2014 Logs will be reviewed from Connect Ed and parents sign in sheets.

**G9.B1.S2** Use the Website, Doral APP on electronic devices and Connect Ed to communicate with parents.

#### Action Step 1

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

#### Person or Persons Responsible

Lead teacher and administration

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

2014 Parent communication logs

### Plan to Monitor Fidelity of Implementation of G9.B1.S2

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

#### Person or Persons Responsible

Lead teacher and administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

2014 Parent communication logs

### Plan to Monitor Effectiveness of G9.B1.S2

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

#### Person or Persons Responsible

Lead teacher and administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

2014 Parent communication logs

**G9.B1.S4** Increase Literacy Team activities for Parents and families afterschool that offer interventions and support for students who are struggling or at risk.

#### Action Step 1

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

#### Person or Persons Responsible

Lead teacher and administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

2014 Parent communication logs

### Plan to Monitor Fidelity of Implementation of G9.B1.S4

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

#### Person or Persons Responsible

Lead teacher and administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

2014 Parent communication logs

## Plan to Monitor Effectiveness of G9.B1.S4

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

### Person or Persons Responsible

Lead teacher and administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

2014 Parent communication logs

**G10.** All students in grade 8 scoring at or above 3.5 on the 2014 Writing will increase by 2 percentage points by 85%.

**G10.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

**G10.B1.S1** School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

### Action Step 1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

### Person or Persons Responsible

Reading Coach and Language Arts department

### Target Dates or Schedule

September 5, September 26, October 21-November 7, 2013

### Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

### Facilitator:

Janet Evans Arts for Learning Language Arts Department Chair

### Participants:

Reading Coach and Language Arts department

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

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

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

Reading Coach and Language Arts department

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

bi weekly

#### **Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

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

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

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

Reading Coach and Language Arts department

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

bi weekly

#### **Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**G10.B1.S3 Utilize Springboard Quickwrites/ Writing prompts and include in pacing guides**

**Action Step 1**

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

**Person or Persons Responsible**

Reading Coach and Language Arts depa

**Target Dates or Schedule**

bi weekly basis

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**Plan to Monitor Fidelity of Implementation of G10.B1.S3**

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students

**Person or Persons Responsible**

Reading Coach and Language Arts department

**Target Dates or Schedule**

bi weekly basis

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**Plan to Monitor Effectiveness of G10.B1.S3**

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

bi weekly basis

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment



**G10.B1.S4** Include an exemplar text lesson in each grading period

**Action Step 1**

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students

**Person or Persons Responsible**

Reading Coach and Language Arts department

**Target Dates or Schedule**

bi weekly

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

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

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

bi weekly

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**Plan to Monitor Effectiveness of G10.B1.S4**

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

bi weekly

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**G10.B1.S5** Writing seminars will be implemented throughout the school year.

**Action Step 1**

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

**Person or Persons Responsible**

Reading Coach and Language Arts department

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**Facilitator:**

Language Arts Department Chair

**Participants:**

Language Arts Teachers

**Plan to Monitor Fidelity of Implementation of G10.B1.S5**

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

**Person or Persons Responsible**

Reading Coach and Language Arts department

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

## Plan to Monitor Effectiveness of G10.B1.S5

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

bi weekly

### Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**G11.** All students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Mathematics will increase by 2 percentage points to 100%

**G11.B1** As noted on the 2013 FCAT 2.0 Mathematics Assessment, the White subgroup did not make satisfactory progress.

**G11.B1.S1** Provide students in grades 6 opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

### Action Step 1

will monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction. Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

### Person or Persons Responsible

Math Department Chair and LLT

### Target Dates or Schedule

biweekly

### Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

### Facilitator:

Math Department Chair

### Participants:

Math Teachers

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

will monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction. Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy

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

Math Department Chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

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

will monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction. Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

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

Math Department Chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

**G11.B1.S5** Provide teacher training in obtaining and analyzing assessment data related to student's performance in mathematics

**Action Step 1**

Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Math Department Chair and LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

**Plan to Monitor Fidelity of Implementation of G11.B1.S5**

Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Math Department Chair and LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

### Plan to Monitor Effectiveness of G11.B1.S5

Will monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction

#### Person or Persons Responsible

Math Department Chair and LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

**G11.B2** Students scoring at or above a level 4 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 77%.

**G11.B2.S1** Students in grade 6-8 will be provided with a summer enrichment program in mathematics and problem solving.

#### Action Step 1

Will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

#### Person or Persons Responsible

Math Department Chair and Administration

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

### **Plan to Monitor Fidelity of Implementation of G11.B2.S1**

Will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

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

Math Department Chair and Administration

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

### **Plan to Monitor Effectiveness of G11.B2.S1**

Will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

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

Teachers

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

Quarterly

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

**G11.B2.S2** Students in grades 6-8 who scored a Level 4 on the 2013 FCAT 2.0 will be provided with increased opportunities for student discourse to ensure students communicate precisely to others, use clear definitions and construct viable arguments to defend their reasoning in the areas of fractions, ratios, proportional relationships and statistics. They will share their arguments through daily journaling and discuss ideas in debate format through STEM and Math Club Meetings.

**Action Step 1**

Will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

**Person or Persons Responsible**

Math Department Chair and Administration

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

**Plan to Monitor Fidelity of Implementation of G11.B2.S2**

will analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

**Person or Persons Responsible**

Math Department Chair and Administration

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics



## Plan to Monitor Effectiveness of G11.B2.S2

Will conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics

**G11.B3** Students making learning gains on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 87%.

**G11.B3.S1** Students will utilize Geometry Sketchpad, Fathom, and web work to supplement instruction and utilize technology in the math classes.

### Action Step 1

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

### Person or Persons Responsible

Mathematics Teachers

### Target Dates or Schedule

September 5, September 26, October 25 , November 8 (Teacher Planning Days)

### Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

### Facilitator:

Math Department Chair

### Participants:

Math Department Teachers

### **Plan to Monitor Fidelity of Implementation of G11.B3.S1**

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

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

Mathematics Teachers

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

### **Plan to Monitor Effectiveness of G11.B3.S1**

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

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

Math Department Chair and administration

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

**G11.B3.S2** Utilize student learning notebooks, Success Academy, Florida Achieves to increase student mastery.

**Action Step 1**

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

**Person or Persons Responsible**

Math Department Chair and administration

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

**Plan to Monitor Fidelity of Implementation of G11.B3.S2**

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

**Person or Persons Responsible**

Math Department Chair and administration

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

## Plan to Monitor Effectiveness of G11.B3.S2

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

### Person or Persons Responsible

Math Department Chair and administration

### Target Dates or Schedule

biweekly

### Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

**G11.B4** Students at the lowest 25% making learning gains on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 87%

**G11.B4.S1** Identify students in lowest 25% early in the school year and use an in-school intervention tutorial program before and after school in order to address the mathematics deficiencies particularly when solving real world problems using operations on real numbers and analyzing and summarizing data sets.

### Action Step 1

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

### Person or Persons Responsible

Mathematics Teachers

### Target Dates or Schedule

biweekly

### Evidence of Completion

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

### **Plan to Monitor Fidelity of Implementation of G11.B4.S1**

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

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

Mathematics Teachers

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

### **Plan to Monitor Effectiveness of G11.B4.S1**

analyze and monitor data generated from biweekly formative benchmark assessments and meet with teachers to determine if students are making adequate progress.

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

Math Department Chair and administration

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

**G11.B5** Students scoring at Achievement Level 3 will increase by 4 percentage points to 24%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category - Fractions, Ratios, Proportional Relationships, and Reporting Category Statistics and Expressions, Equations, and Functions.

**G11.B5.S1** Provide students in grades 6 opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics

**Action Step 1**

monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction.

**Person or Persons Responsible**

Math Department Chair and LLT

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

**Plan to Monitor Fidelity of Implementation of G11.B5.S1**

monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction

**Person or Persons Responsible**

Math Department Chair and LLT

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

## Plan to Monitor Effectiveness of G11.B5.S1

Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

### Person or Persons Responsible

Math Department Chair and LLT

### Target Dates or Schedule

biweekly

### Evidence of Completion

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

**G12.** All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC will maintain proficiency.

**G12.B1** The area in need of support as noted by the 2013 Algebra I EOC for students scoring at an Achievement level 3 is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Using Mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operation.

**G12.B1.S2** Students will use virtual manipulative to support and enhance instruction.

### Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

### Person or Persons Responsible

The mathematics department chair and LLT

### Target Dates or Schedule

Formative biweekly

### Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

### **Plan to Monitor Fidelity of Implementation of G12.B1.S2**

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

### **Plan to Monitor Effectiveness of G12.B1.S2**

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC



## **G12.B1.S4 Solve algebraic proportions in real-world and mathematical contexts**

### **Action Step 1**

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

## **Plan to Monitor Fidelity of Implementation of G12.B1.S4**

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

### Plan to Monitor Effectiveness of G12.B1.S4

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

#### Person or Persons Responsible

The mathematics department chair and LLT

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

**G12.B2** The area of deficiency for students who scored a Level 4 and above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities

**G12.B2.S1** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of fractions, ratios, proportional relationships, and statistics.

#### Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

#### Person or Persons Responsible

The mathematics department chair and LLT

#### Target Dates or Schedule

biweekly

#### Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

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

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

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

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

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

The mathematics department chair and LLT

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

## 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.** Students scoring at Achievement Level 3 and above on the 2014 Geometry EOC will maintain proficiency.

**G2.B1** The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Two Dimensional Geometry Mathematics due to limited classroom opportunities to develop exploration and inquiry activities.

**G2.B1.S4** Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem by using Fathom, Geometers; Sketchpad and webwork.

### PD Opportunity 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

#### Facilitator

Math Department Chair

#### Participants

Math Teachers

#### Target Dates or Schedule

September 5, October 25, November 8, December 12 (Teacher Planning Days)

#### Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

**G3.** All students in grade 8 scoring at Achievement Level 3 and above on the 2014 Science FCAT will maintain proficiency.

**G3.B1** Limited evidence of student artifacts and laboratory reports reflecting grade 8 Physical Science content. As noted on the 2013 FCAT 2.0, students who scored at Achievement level 3 had difficulty with the Reporting Category, Physical and Chemical Science.

**G3.B1.S1** Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.

### **PD Opportunity 1**

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

#### **Facilitator**

Science Department Chair

#### **Participants**

Science Department head and LLT

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

September 5, October 25, Teacher Planning Days

#### **Evidence of Completion**

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Summative Assessment- 2014 FCAT 2.0 Science

**G4.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program.

**G4.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

**G4.B1.S1** Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , LEGOMIND, Fairchild Challenge, etc).

### **PD Opportunity 1**

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

#### **Facilitator**

Administration

#### **Participants**

STEM Teachers

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

August 12 -16, (Teacher Planning Days)

#### **Evidence of Completion**

Formative Assessment- Student assessments and student work Summative Assessments- 2014 FCAT 2.0 Science and Mathematics Assessment Classroom Walkthroughs and student work

**G5.** Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.

**G5.B1** After data analysis, we recognize the need to increase both the numbers of students enrolled in advanced and high school credit courses along with competition rate and successful placement exams.

**G5.B1.S1** Implement a pre diagnostic exam in Mathematics and implement a Math Research Competitive course

**PD Opportunity 1**

will be monitored by STEM teachers and administration on student participation and effectiveness of the programs

**Facilitator**

Literacy Team

**Participants**

STEM teachers and administration

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Formative Assessment- Sign in sheets from parent nights. Summative Assessment- 2014 Student Subject Selection Forms

**G6.** All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

**G6.B1** Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

**G6.B1.S5** Implement Achieves 3000 computer based reading program in all Civics classes.

### **PD Opportunity 1**

monitor the implementation and data on interims assessments and Achieves 3000 reports on a weekly basis. Review classroom assignments, lesson plans and student assessments that target specific skills

#### **Facilitator**

Achieves 3000 Rep Social Studies Department Chair

#### **Participants**

Civics Teachers

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

August 15, 2013, October 25, February 7, April 7 (Teacher Planning Days)

#### **Evidence of Completion**

Formative Assessment- Student mini assessments and district assessments Achieves 3000 Data reports Summative Assessments- 2014 District Spring Assessment



**G7.** All students scoring at or above Level 3 will maintain proficiency on the 2014 FCAT 2.0 Reading Assessment.

**G7.B1** The area of deficiency for the White subgroup, as noted on the 2013 administration of the FCAT 2.0 administration reading test was reporting category 1: Vocabulary: due to limited use of word relationships and exposure to informational text.

**G7.B1.S1** Will provide students with more practice with prefixes, suffixes, root words, synonyms, and antonyms through Differentiated Instruction. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction in work meaning.

### **PD Opportunity 1**

Will monitor the implementation of identified strategies. Will review formative assessment data reports to ensure progress in being made and adjust intervention as needed. Will conduct grade level meetings to review formative assessments and adjust instruction as needed.

#### **Facilitator**

Sophia Prevolis

#### **Participants**

New Reading Teachers

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

August 8, 2013 (ongoing Teacher Planning Days)

#### **Evidence of Completion**

Formative Assessment: Fair Assessment Data Summative Assessment: Results from the 2014 FCAT 2.0 Reading

**G10.** All students in grade 8 scoring at or above 3.5 on the 2014 Writing will increase by 2 percentage points by 85%.

**G10.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

**G10.B1.S1** School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

### **PD Opportunity 1**

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

#### **Facilitator**

Janet Evans Arts for Learning Language Arts Department Chair

#### **Participants**

Reading Coach and Language Arts department

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

September 5, September 26, October 21-November 7, 2013

#### **Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**G10.B1.S5** Writing seminars will be implemented throughout the school year.

**PD Opportunity 1**

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

**Facilitator**

Language Arts Department Chair

**Participants**

Language Arts Teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

**G11.** All students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Mathematics will increase by 2 percentage points to 100%

**G11.B1** As noted on the 2013 FCAT 2.0 Mathematics Assessment, the White subgroup did not make satisfactory progress.

**G11.B1.S1** Provide students in grades 6 opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

### **PD Opportunity 1**

will monitor biweekly assessments at each grade level to determine that progress is being made and to help teachers make adjustments as needed to instruction. Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

#### **Facilitator**

Math Department Chair

#### **Participants**

Math Teachers

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

biweekly

#### **Evidence of Completion**

Formative Assessment- Student assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics Test.

**G11.B3** Students making learning gains on the 2014 FCAT 2.0 Mathematics Assessment will increase by 2 percentage points to 87%.

**G11.B3.S1** Students will utilize Geometry Sketchpad, Fathom, and web work to supplement instruction and utilize technology in the math classes.

### **PD Opportunity 1**

conduct data chats with students to inform instruction and to develop opportunities for intervention and enrichment programs as appropriate.

#### **Facilitator**

Math Department Chair

#### **Participants**

Math Department Teachers

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

September 5, September 26, October 25 , November 8 (Teacher Planning Days)

#### **Evidence of Completion**

Formative Assessment- Student assessments and district interim reports. Summative Assessment- Results from the 2014 FCAT 2.0 Mathematics and EOC in Algebra I and Geometry Assessment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G4.	Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program.	\$10,000
G6.	All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.	\$36,260
G8.	Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percentage point in all areas.	\$19,000
G10.	All students in grade 8 scoring at or above 3.5 on the 2014 Writing will increase by 2 percentage points by 85%.	\$30,500
Total		\$95,760

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Evidence-Based Materials	Total
Operating funds	\$29,000	\$65,260	\$0	\$94,260
SAC	\$0	\$0	\$1,500	\$1,500
Total	\$29,000	\$65,260	\$1,500	\$95,760

### Budget Details

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

**G4.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6th -8th while providing a rigorous and challenging program.

**G4.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

**G4.B1.S1** Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , LEGOMIND, Fairchild Challenge, etc).

**Action Step 1**

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

**Resource Type**

Technology

**Resource**

Robotics

**Funding Source**

Operating funds

**Amount Needed**

\$10,000

**G6.** All seventh grade students will score proficient mastery on the District Baseline assessment in Civics for the 2014 Interim Assessment.

**G6.B1** Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in Civics while incorporating primary sources.

**G6.B1.S5** Implement Achieves 3000 computer based reading program in all Civics classes.

**Action Step 1**

monitor the implementation and data on interims assessments and Achieves 3000 reports on a weekly basis. Review classroom assignments, lesson plans and student assessments that target specific skills

**Resource Type**

Evidence-Based Program

**Resource**

UtilizeAchieve3000 Differentiated Literacy Solution.

**Funding Source**

Operating funds

**Amount Needed**

\$36,260



**G8.** Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected of early warning signs by 1 percentage point in all areas.

**G8.B1** Students who miss 10% or more of available instructional time will maintain as 1%. Parents may have lack of knowledge of the school's policy and procedures related to the student conduct code and curriculum bulletin.

**G8.B1.S1** Parents/student notification system regarding excessive absences and tardiness (Connect Ed and Plasco)

**Action Step 1**

will monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors. Administration will monitor and make interventions as needed with students.

**Resource Type**

Technology

**Resource**

Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)

**Funding Source**

Operating funds

**Amount Needed**

\$19,000

**G10.** All students in grade 8 scoring at or above 3.5 on the 2014 Writing will increase by 2 percentage points by 85%.

**G10.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

**G10.B1.S1** School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

**Action Step 1**

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

**Resource Type**

Evidence-Based Program

**Resource**

Arts for Learning

**Funding Source**

Operating funds

**Amount Needed**

\$29,000

**G10.B1.S5** Writing seminars will be implemented throughout the school year.

**Action Step 1**

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students.

**Resource Type**

Evidence-Based Materials

**Resource**

Supplies and materials Writing seminar for all 8th and 10th grade students

**Funding Source**

SAC

**Amount Needed**

\$1,500