2013-2014 SCHOOL IMPROVEMENT PLAN

Sports Leadership And Management (Slam) Charter Middle School

604 NW 12 AVE
Miami, FL 33136
305-326-0003

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	95%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Slam Charter Middle School

Principal
Alex Tamargo

School Advisory Council chair
Valerie Rodgers

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

Name	Title
Alex Tamargo	Principal
Rey Breto	Assistant Principal/Gradebook Manager
Annie Rodriguez	ESE Coordinator
Ariana Lozano	ELL Coordinator
Irv Greenberg	Guidnace Counselor
Maria Reyes	Math Department Chair
Ruth Valdes	Language Arts Department Chair

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

Alex Tamargo (Principal), Armando Delgado (Teacher), Lorena Carrasco (Parent), Megan Ponce (Student), and Millie Sanchez (Business/Community Representative)

Involvement of the SAC in the development of the SIP

Review budget, Title 1 documentation, SIP and school data; Vote on programs used to enhance education at the school.

Activities of the SAC for the upcoming school year

Quarterly meetings to review the above stated items.

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

Reading and Math Programs, Textbooks and other research based text. Budget is $5 per student (456) totaling $2,280.

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:

Alex Tamargo		
Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	BA- English Literature with a Minor in Secondary Education; MS- Educational Leadership
Performance Record	2013: School Grade X High Standards Rdg. 32 High Standards Math X Lrng Gains-Rdg. 65 Lrng Gains-Math X Gains-Rdg-25% 83 Gains-Math-25% X 2012: School Grade A High Standards Rdg. 39 High Standards Math 79 Lrng Gains-Rdg. 57 Lrng Gains-Math 81 Gains-Rdg-25% 59 Gains-Math-25% 83 2011: School Grade B High Standards Rdg. 36 High Standards Math 67 Lrng Gains-Rdg. 44 Lrng Gains-Math- 72 Gains Rdg-25% 40 Gains Math-25% 53 2010: School Grade C High Standards Rdg. 31 High Standards Math 63 Lrng Gains-Rdg. 54 Lrng Gains-Math 71 Gains-Rdg-25% 53 Gains-Math-25% 63 2009: School Grade B High Standards Rdg. 60 High Standards Math 79 Lrng Gains-Rdg. 64 Lrng Gains-Math 76 Gains-Rdg-25% 58 Gains-Math-25% 68

Rey Breto		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	BS- Economics & Finance MS- Educational Leadership
Performance Record	2013: School Grade X High Standards Rdg. – 32 High Standards Math – X Lrng Gains-Rdg. – 65 Lrng Gains-Math – X Gains-Rdg-25% - 83 Gains –Math-25% - X 2012: School Grade A High Standards Rdg. – 39 High Standards Math – 79 Lrng Gains-Rdg. – 57 Lrng Gains-Math – 81 Gains-Rdg-25% - 59 Gains –Math-25% - 83 2011: School Grade B High Standards Rdg. – 40 High Standards Math – 75 Lrng Gains-Rdg. – 52 Lrng Gains-Math – 81 Gains-Rdg-25% - 43 Gains –Math-25% - 79 2010: School Grade B High Standards Rdg. – 37 High Standards Math – 73 Lrng Gains-Rdg. – 51 Lrng Gains-Math – 78 Gains-Rdg-25% - 57 Gains –Math-25% - 79 2009: School Grade B High Standards Rdg. – 42 High Standards Math – 76 Lrng Gains-Rdg. – 54 Lrng Gains-Math – 84 Gains-Rdg-25% - 48 Gains –Math-25% - 82

Instructional Coaches

of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ariana Lozano		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy, RtI/MTSS
Credentials	BS- Exercise & Sports Sciences MS- International Business ME- Educational Leadership (In Progress) Certified: Biology 6-12, Spanish K-12, Marketing Education, Business Education. Endorsements: Reading K-12 and ESOL
Performance Record	2013: School Grade X High Standards Rdg: 40% High Standards Math: 69% Lrng Gains-Rdg: X Lrng Gains-Math: X Gains-Rdg-25%: 36% Gains-Math-25%: 63% 2012: School Grade C High Standards Rdg: 46% High Standards Math: 48% Lrng Gains-Rdg: X Lrng Gains-Math: X Gains-Rdg-25%: 59% Gains-Math-25%: 32% 2011: School Grade B High Standards Rdg: 43% High Standards Math: 70% Lrng Gains-Rdg: 46% Lrng Gains-Math: 73% Gains Rdg-25%: 40% Gains Math-25%: 66% 2010: School Grade B High Standards Rdg: 43% High Standards Math: 72% Lrng Gains-Rdg: 48% Lrng Gains-Math: 72% Gains-Rdg-25%: 45% Gains-Math-25%: 58% 2009: School Grade B High Standards Rdg: 71% High Standards Math: 94% Lrng Gains-Rdg: 62% Lrng Gains-Math: 83% Gains-Rdg-25%: 48% Gains-Math-25%: 83%

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
33, 100%

 # ESOL endorsed
6, 18%

 # reading endorsed
3, 9%

 # with advanced degrees
14, 42%

 # National Board Certified
0, 0%

 # first-year teachers
8, 24%

 # with 1-5 years of experience
17, 52%

 # with 6-14 years of experience
6, 18%

 # with 15 or more years of experience
2, 6%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

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

1. Compensation and benefits equal to that of traditional public schools.
2. Soliciting referrals from current employees.
3. Soliciting referrals from administrative colleagues.
4. Provide individualized support for all teachers.
5. Attend job fairs at local colleges and universities.

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

1. Tracy Mohr/Stanley Yanowitz
2. Lazaro Abreu/Ariana Lozano

Rationale for pairings: Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials and methods that support high standards in the curriculum areas.
Planned Mentoring Activities: Weekly meetings and classroom observations.

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 Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Alex Tamargo- Principal
Rey Breto- Assistant Principal
Eric Martinez-
Ariana Lozano- Reading Coach/Activities Director

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Baseline Benchmark Assessments
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

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

To Train:
1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic RtI principles and procedures; and

3. providing a network of ongoing support for RtI organized through feeder patterns.

To Support:

Based upon the information from http://www.floridarti.

org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 37,800

After school program (from 2:30-6pm) which offers students the following: study hall time for homework, free tutoring from NHS students,and a physical activity break.
Teachers will participate in professional development that enhances facilitation of intsructional technology such as Edmodo which will allow for participation/communication between teachers and students outside of regular class hours.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

NHS tutors will keep a daily tutoring log which will be distributed to all teachers on a weekly basis. Teachers will them compare data to determine the effectiveness of the extra help.

Who is responsible for monitoring implementation of this strategy?

After school program will be behaviorly monitored by school staff. They will also monitor the physical activity break. NHS sponsor will assign students on a rotation basis to facilitate tutoring program. Monitoring for technology facilitation will be done by Eric Martinez (teacher/curriculum specialist).

Literacy Leadership Team (LLT)

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

Name	Title
Alex Tamargo	Principal
Ariana Lozano	Reading Coach
Eric Martinez	Teacher/Curriculum Specialist
Ana Rodriguez	Special Education Specialist

How the school-based LLT functions

The literacy Leadership Team will meet throughout the school year on a monthly basis to discuss implementation of best practices, instructional strategies, intervention strategies, and development of peer professional development. The team will also focus on monitoring all of the subgroups to ensure adequate yearly progress. The data generated via the formative and summative assessments will be used to guide curriculum decisions to improve instruction. The meeting will also focus on the implementation of the Comprehensive Reading Plan throughout all intensive reading classes, standard curriculum classes and ELL instruction.

Major initiatives of the LLT

The major initiative for the LLT this year will be
• Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction

with reading strategies via differentiated instruction.
• Monitor the fidelity of the delivery of instruction and intervention.
• Develop and implement instructional routines that use complex text and incorporate text dependent questions.
• Develop lessons that provide students with opportunities for research and to incorporate writing throughout
• Provide levels of support and interventions to students based on data

Every Teacher Contributes to Reading Instruction

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

1. Teachers provide a word wall specific to his/her content area.
2. All teachers will oversee an 8th period reading period in one of two areas:
- Students that are Level 3 and higher: read for pleasure and increased comprehension.
- Students that are Level 1 & 2: remediation activities using FCAT Coach workbooks.

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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		33%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		71%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		35%

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	*[data excluded for privacy reasons]*		62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		36%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		10%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		41%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		28%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		29%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			0%
Students scoring at or above Level 7			0%

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)	0		3
Participation in STEM-related experiences provided for students	0		10%

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	0		5%
Students who fail a mathematics course	0		0%
Students who fail an English Language Arts course	0		0%
Students who fail two or more courses in any subject	0		0%
Students who receive two or more behavior referrals	0		3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0		3%

Goals Summary

G1. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%.

G2. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%.

G3. Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%.

G4. Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%.

G5. Our goal for the 2014 Mathematics FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 65%, Black: 54%, Hispanic: 67%, White: 79%, ELLs: 59%, Students With Disabilities: 46% and Economically Disadvantaged: 60%.

G6. Our goal for the 2014 Algebra 1 EOC Assessment is for students to meet or exceed the District Target Goals for the following: Level 3: 41% and Levels 4 & 5: 28%.

G7. Our goal for the 2014 Math FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 36%, Levels 4 & 5: 29%, Learning Gains (all students): 70%, and Learning Gains (lowest 25%): 69%.

G8. Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%.

G9. Increase enrollment of students participating in advanced placement STEM courses.

G10. The results of the 2013 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

G11. Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.

Goals Detail

G1. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%.

Targets Supported

- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- FCAT Reading Coach workbooks

Targeted Barriers to Achieving the Goal

- Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Benchmark and Interim Assessments; Summative: 2014 FCAT Reading Assessment

G2. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- FCAT Reading Coach workbooks

Targeted Barriers to Achieving the Goal

- Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Benchmark and Interim Assessments; Summative: 2014 FCAT Reading Assessment

G3. Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%.

Targets Supported

Resources Available to Support the Goal
- Provide meaningful language practice
- Inside Language and Literacy Content, Levels A&B

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%. Students need additional opportunities to increase their English language proficiency.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

G4. Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Sample score papers to review for content focus, organization and word choice.
- FCAT Writing Rubrics

Targeted Barriers to Achieving the Goal

- Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%. Students may have limited ability to create precision and interest by elaborating ideas through supporting details.

Plan to Monitor Progress Toward the Goal

Monitor student writing samples; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G5. Our goal for the 2014 Mathematics FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 65%, Black: 54%, Hispanic: 67%, White: 79%, ELLs: 59%, Students With Disabilities: 46% and Economically Disadvantaged: 60%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's)

Resources Available to Support the Goal

- Small group instruction.
- Differentiated instruction

Targeted Barriers to Achieving the Goal

- Our goal for the 2014 Mathematics FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 65%, Black: 54%, Hispanic: 67%, White: 79%, ELLs: 59%, Students With Disabilities: 46% and Economically Disadvantaged: 60%. A potential area of deficiency is Reporting Category 1, Algebraic Thinking.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Review data monthly

Evidence of Completion:
Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G6. Our goal for the 2014 Algebra 1 EOC Assessment is for students to meet or exceed the District Target Goals for the following: Level 3: 41% and Levels 4 & 5: 28%.

Targets Supported
- Math (Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal
- Small group instruction.
- Differentiated instruction

Targeted Barriers to Achieving the Goal
- Our goal for the 2014 Algebra 1 EOC Assessment is for students to meet or exceed the District Target Goals for the following: Level 3: 41% and Levels 4 & 5: 28%. A potential area of deficiency is Reporting Category 1, Algebraic Thinking.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Review data monthly

Evidence of Completion:
Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G7. Our goal for the 2014 Math FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 36%, Levels 4 & 5: 29%, Learning Gains (all students): 70%, and Learning Gains (lowest 25%): 69%.

Targets Supported

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

Resources Available to Support the Goal

- Small group instruction.

- Differentiated instruction

Targeted Barriers to Achieving the Goal

- Our goal for the 2014 Math FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 36%, Levels 4 & 5: 29%, Learning Gains (all students): 70%, and Learning Gains (lowest 25%): 69%. A potential area of deficiency is Reporting Category 1, Algebraic Thinking.

Plan to Monitor Progress Toward the Goal

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule:

Review data monthly

Evidence of Completion:

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G8. Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Florida Comprehensive Science Textbooks

Targeted Barriers to Achieving the Goal

- Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%. Potential areas of deficiency are Scientific Thinking and Earth/Space Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas.

Plan to Monitor Progress Toward the Goal

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Teacher made assessments; Summative: 2014 FCAT Science Assessment.

G9. Increase enrollment of students participating in advanced placement STEM courses.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- SECME Club

- Math Club

Targeted Barriers to Achieving the Goal
- Student apprehension to enroll in advanced and honors courses related to Math and Science.

Plan to Monitor Progress Toward the Goal

Monitor progress, review assessment data.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
MTSS/RtI Leadership Team

Evidence of Completion:
Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

G10. The results of the 2013 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Content-specific vocabulary

Targeted Barriers to Achieving the Goal
- A potential barrier is the alignment of lesson plans to tested End of Course benchmarks.

Plan to Monitor Progress Toward the Goal

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Teacher-made assessments; Summative: 2014 Civics Spring Assessment

G11. Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- JB Scheduler Tardy Program
- Code of Student Conduct
- Truancy Child Study Team (TCST) for intervention services
- Incentive progrms

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Potential barriers include: student truancy due to illness, students' attendance may be affected by economic situation at home as parents may lack the time to transport the students to school, and student tardies are related to lack of transportation to school and culture of late arrivals.

Plan to Monitor Progress Toward the Goal

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings. Review of suspension rates monthly.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Suspension reports; attendance bulletin

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%.

G1.B1 Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

G1.B1.S1 Students will be given opportunities to practice analyzing and synthesizing information.

Action Step 1

8th Period Reading Program (School Wide)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Reading Coach Workbooks; Walk-Through Observations

Facilitator:

Principal & Reading Coach

Participants:

All Teachers

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

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark and Interim Assessments; Walk-Through Observations

Plan to Monitor Effectiveness of G1.B1.S1

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark and Interim Assessments; Summative: 2014 FCAT Reading Assessment

G2. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%.

G2.B1 Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

G2.B1.S1 Students will be given opportunities to practice analyzing and synthesizing information.

Action Step 1

8th Period Reading Program (School Wide)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Reading Coach Workbooks; Walk-Through Observations

Facilitator:

Principal & Reading Coach

Participants:

All Teachers

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

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark and Interim Assessments; Walk-Through Observations

Plan to Monitor Effectiveness of G2.B1.S1

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark and Interim Assessments; Summative: 2014 FCAT Reading Assessment

G3. Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%.

G3.B1 Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%. Students need additional opportunities to increase their English language proficiency.

G3.B1.S1 Provide students with opportunities to vary the complexity of assignment . (Differentiated Instruction)

Action Step 1

Modify instruction on students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Review data monthly and adjust curriculum as needed.

Evidence of Completion

Teacher lesson plans

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

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans; Observation walk throughs

Plan to Monitor Effectiveness of G3.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

G4. Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%.

G4.B1 Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%. Students may have limited ability to create precision and interest by elaborating ideas through supporting details.

G4.B1.S1 Students will be provided additional opportunities to practice writing skills.

Action Step 1

Practice rearranging words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples; Walk-through observations.

Facilitator:

English Department Head

Participants:

English Teachers

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

Monitor student writing samples through rubrics; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples; Walk-Through Observations

Plan to Monitor Effectiveness of G4.B1.S1

Monitor student writing samples; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G5. Our goal for the 2014 Mathematics FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 65%, Black: 54%, Hispanic: 67%, White: 79%, ELLs: 59%, Students With Disabilities: 46% and Economically Disadvantaged: 60%.

G5.B1 Our goal for the 2014 Mathematics FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 65%, Black: 54%, Hispanic: 67%, White: 79%, ELLs: 59%, Students With Disabilities: 46% and Economically Disadvantaged: 60%. A potential area of deficiency is Reporting Category 1, Algebraic Thinking.

G5.B1.S1 Students will be provided additional opportunities to write, interpret, and use mathematical expressions and equations.

Action Step 1

Implement a rotation schedule for small group instruction in order to provide tailored instruction based on mini-assessments results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments.

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

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G6. Our goal for the 2014 Algebra 1 EOC Assessment is for students to meet or exceed the District Target Goals for the following: Level 3: 41% and Levels 4 & 5: 28%.

G6.B1 Our goal for the 2014 Algebra 1 EOC Assessment is for students to meet or exceed the District Target Goals for the following: Level 3: 41% and Levels 4 & 5: 28%. A potential area of deficiency is Reporting Category 1, Algebraic Thinking.

G6.B1.S1 Students will be provided additional opportunities to write, interpret, and use mathematical expressions and equations.

Action Step 1

Implement a rotation schedule for small group instruction in order to provide tailored instruction based on mini-assessments results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments.

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

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G7. Our goal for the 2014 Math FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 36%, Levels 4 & 5: 29%, Learning Gains (all students): 70%, and Learning Gains (lowest 25%): 69%.

G7.B1 Our goal for the 2014 Math FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 36%, Levels 4 & 5: 29%, Learning Gains (all students): 70%, and Learning Gains (lowest 25%): 69%. A potential area of deficiency is Reporting Category 1, Algebraic Thinking.

G7.B1.S1 Students will be provided additional opportunities to write, interpret, and use mathematical expressions and equations.

Action Step 1

Implement a rotation schedule for small group instruction in order to provide tailored instruction based on mini-assessments results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments.

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

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Review data monthly

Evidence of Completion

Formative: Benchmark assessments; Summative: 2014 FCAT Mathematics Assessments

G8. Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%.

G8.B1 Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%. Potential areas of deficiency are Scientific Thinking and Earth/Space Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas.

G8.B1.S1 Students will be given more opportunities to compare, contrast, interpret, analyze and explain science concepts.

Action Step 1

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments.

Facilitator:

Science Department Head

Participants:

Science Teachers

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

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments.

Plan to Monitor Effectiveness of G8.B1.S1

Review periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher made assessments; Summative: 2014 FCAT Science Assessment.

G9. Increase enrollment of students participating in advanced placement STEM courses.

G9.B1 Student apprehension to enroll in advanced and honors courses related to Math and Science.

G9.B1.S1 SECME Club will engage student interest in the areas of Math and Science and promote active participation in these areas.

Action Step 1

Promote active participation in the areas of Math and Science in these areas. Student will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge, SECME and District Science Fair competitions.

Person or Persons Responsible

SECME Club sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects completed as a club

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

Schedule meetings with teachers to monitor progress, review assessment data.

Person or Persons Responsible

SECME Club Sponsor

Target Dates or Schedule

Monthly

Evidence of Completion

Projects completed as a club

Plan to Monitor Effectiveness of G9.B1.S1

Monitor progress and review assessment data.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

G10. The results of the 2013 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

G10.B1 A potential barrier is the alignment of lesson plans to tested End of Course benchmarks.

G10.B1.S1 Provide students additional opportunities through classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Action Step 1

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction.

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

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 Civics Spring Assessment

Plan to Monitor Effectiveness of G10.B1.S1

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 Civics Spring Assessment

G11. Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.

G11.B1 Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Potential barriers include: student truancy due to illness, students' attendance may be affected by economic situation at home as parents may lack the time to transport the students to school, and student tardies are related to lack of transportation to school and culture of late arrivals.

G11.B1.S1 Truancy Child Study Team and incentives program.

Action Step 1

Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension reports; attendance bulletin.

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

Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension reports; attendance bulletin.

Plan to Monitor Effectiveness of G11.B1.S1

Updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review of suspension rates

Coordination and Integration

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

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

Title I, Part A:
Sports Leadership and Management Charter Middle School, in an effort to meet its stakeholder's needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely. Parental involvement is of the utmost importance at SLAM. One of the school's goals is to help parents become learning facilitators so they may effectively meet the educational needs of their children, as the students in turn, strive to meet the school's high academic standards. One way in which this will be accomplished is by providing parents, in collaboration with the Bilingual Parent Outreach Program, a series of informational workshops on various topics. These workshops will be held in the evenings on a monthly basis. Additionally, parents have access to the school's Parent Resource Center which provides them with an array of resource materials as well as usage of the computer. The City of Miami Police will send officers to SLAM in an attempt to equip students with strategies designed to prevent youth violence and create awareness. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs students.
Title I, Part C:
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students
are met.
Title I, Part D:
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title II:
The District uses supplemental funds for improving basic information as follows:
1. Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for these training sessions.
2. Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.
Title III:
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
1. Parent outreach activities

2. Professional development on best practices for ESOL and content area teachers
3. Coaching and mentoring for ESOL and content are teachers Reading and supplementary instructional materials.
Title X-Homeless:
All schools are eligible to receive services and will do so upon identification and classification of a student as
homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction:
Several extended learning opportunities exist for the SLAM students. These include but are
not limited to:
1. Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics
2. Saturday tutoring offered for 6 weeks prior to testing month
3. FCAT explorer assignments given to address specific learning needs; and targeted student based on each
student's individual learning and baseline assessments
4. After-school tutoring will also be offered to the high school students by the faculty
These opportunities for improvement are available to students in all grades and at all levels of achievement. Opportunities for enrichment are also available for all students at SLAM. The curriculum is developed to prepare students to partake in Honors and Advanced Placement level courses in high school. Another essential component of the curriculum is the school's affiliation with the DECA Program. This program offers the students an opportunity to engage in the school's challenging curriculum with electives in the areas of business, management, and marketing. Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs:
The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at SLAM Middle School in an effort to intervene and inform the students about violence prevention.
Nutrition Programs:
SLAM Charter Middle School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.
1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.
Housing Programs;
N/A
Head Start:
N/A
Adult Education:
N/A
Career and Technical Education:
N/A
Job Training:
N/A

Other:
• Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
• Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
• Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
• Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as
applicable.
• Additional academic and support services will be provided to students and families of the Migrant population as applicable.
• School Improve Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%.

G1.B1 Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

G1.B1.S1 Students will be given opportunities to practice analyzing and synthesizing information.

PD Opportunity 1

8th Period Reading Program (School Wide)

Facilitator

Principal & Reading Coach

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Reading Coach Workbooks; Walk-Through Observations

G2. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%.

G2.B1 Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

G2.B1.S1 Students will be given opportunities to practice analyzing and synthesizing information.

PD Opportunity 1

8th Period Reading Program (School Wide)

Facilitator

Principal & Reading Coach

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Reading Coach Workbooks; Walk-Through Observations

G4. Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%.

G4.B1 Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%. Students may have limited ability to create precision and interest by elaborating ideas through supporting details.

G4.B1.S1 Students will be provided additional opportunities to practice writing skills.

PD Opportunity 1

Practice rearranging words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Facilitator

English Department Head

Participants

English Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples; Walk-through observations.

G8. Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%.

G8.B1 Our goal for the 2014 Science FCAT Assessment is for students to meet or exceed the District Target Goals for the following: Grade 8 Level 3: 26% and Grade 8 Levels 4 & 5: 23%. Potential areas of deficiency are Scientific Thinking and Earth/Space Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas.

G8.B1.S1 Students will be given more opportunities to compare, contrast, interpret, analyze and explain science concepts.

PD Opportunity 1

Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.

Facilitator

Science Department Head

Participants

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%.	$1,500
G2.	Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%.	$1,500
G3.	Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%.	$2,450
G4.	Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%.	$1,000
G11.	Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.	$2,500
	Total	$8,950

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
FEFP	$6,450	$2,500	$8,950
Total	$6,450	$2,500	$8,950

Budget Details

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

G1. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%.

G1.B1 Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for student achievement as follows: Level 3: 33%, Levels 4 & 5: 33%, Learning Gains (all students): 71%, and Learning Gains (lowest 25%): 70%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

G1.B1.S1 Students will be given opportunities to practice analyzing and synthesizing information.

Action Step 1

8th Period Reading Program (School Wide)

Resource Type

Evidence-Based Program

Resource

FCAT Coach consumable books from Triumph Learning

Funding Source

FEFP

Amount Needed

$1,500

G2. Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%.

G2.B1 Our goal for the 2014 Reading FCAT is to meet or exceed the District Target Goals for the following: AMOs(all students): 66%, Black: 53%, Hispanic: 68%, White: 81%, ELLs: 53%, Students With Disabilities: 45% and Economically Disadvantaged: 60%. A possible barrier may exist in Reporting Category 4: Informational Text/ Research Process.

G2.B1.S1 Students will be given opportunities to practice analyzing and synthesizing information.

Action Step 1

8th Period Reading Program (School Wide)

Resource Type

Evidence-Based Program

Resource

FCAT Coach consumable books from Triumph Learning

Funding Source

FEFP

Amount Needed

$1,500

G3. Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%.

G3.B1 Our goal for the 2013-2014 school year is to meet or exceed the District Target Goals for CELLA as follows: Listening/Speaking: 56%, Reading: 36% and Writing: 35%. Students need additional opportunities to increase their English language proficiency.

G3.B1.S1 Provide students with opportunities to vary the complexity of assignment . (Differentiated Instruction)

Action Step 1

Modify instruction on students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.

Resource Type

Evidence-Based Program

Resource

Textbooks: Inside Language, Literacy and Content (Levels A&B)

Funding Source

FEFP

Amount Needed

$2,450

G4. Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%.

G4.B1 Our goal for the 2014 Writing FCAT is to meet or exceed the District Target Goals for the following: students scoring at 3.5-6: 62%. Students may have limited ability to create precision and interest by elaborating ideas through supporting details.

G4.B1.S1 Students will be provided additional opportunities to practice writing skills.

Action Step 1

Practice rearranging words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Resource Type

Evidence-Based Program

Resource

FCAT Writing Rubrics

Funding Source

FEFP

Amount Needed

$1,000

G11. Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.

G11.B1 Our goal for the 2013-2014 school year is to minimize absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Potential barriers include: student truancy due to illness, students' attendance may be affected by economic situation at home as parents may lack the time to transport the students to school, and student tardies are related to lack of transportation to school and culture of late arrivals.

G11.B1.S1 Truancy Child Study Team and incentives program.

Action Step 1

Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party.

Resource Type

Technology

Resource

JB Scheduler Program

Funding Source

FEFP

Amount Needed

$2,500