2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Arts Studio 6 12 At Zelda Glazer

15015 SW 24TH ST
Miami, FL 33185
305-485-2323
http://zgm.dadeschools.net

School Demographics

School Type High School	**Title I** Yes	**Free and Reduced Lunch Rate** 78%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 96%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	A	A	A	A

SIP Authority and Template

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

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

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

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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
Miami Arts Studio 6 12 At Zelda Glazer

Principal
Miguel Balsera

School Advisory Council chair
Maria Marzoa

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

Name	Title
Jesus Gonzalez	Assistant Principal
Ana Diaz	Assistant Principal

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

Miguel Balsera, Principal
Jesus Gonzalez, Assistant Principal
Yesenia Ortega, S.S. Teacher, UTD Representative
Hans Gonzalez, Teacher
Ernesto Roche, Teacher
Maria D. Marzoa, Teacher, EESAC Chairperson
Nicolas Garcia, Teacher
Katie Lopez, Teacher
Rebecca DeArmas, Alternate Teacher
Maria Garcia, Educational Support
Maria Forjan, A.E
Rosa Borras, Parent
Sonia Ascencio, Parent
Annet Garcia-Perea, Parent
Angely DePaz, Parent
Alina DelRio, Parent
Barbara Alba, Alternate Parent

Sophia Martinez, Student
Carina Espinoza, Alternate Student
Arnold Ledesma, Business Community Representative
Manuel DelRio, Business Community Representative
Idania Farinas, Business Community Representative

Involvement of the SAC in the development of the SIP

Members of the SAC Committee began their involvement at the end of the 2012-2013 school year. As data became available, discussion was held with both staff members and SAC members to determine areas of need and how SAC could contribute to SIP. During every step of the development SAC members were consulted and their opinions and ideas incorporated into the plan. As the draft of the plan was completed, the committee reviewed and offered suggestions to create a more comprehensive plan. As changes are made through the review process, SAC members will be kept informed and will meet to approve the final plan.

Activities of the SAC for the upcoming school year

The SAC committee will work with the faculty and staff of Zelda Glazer to support the overall curricular program through both their financial support and guidance in school-wide decision making. Data will be discussed with the committee and input will be requested for the assessment of needs and strategies to address them.

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

Dependent upon the amount of funding available the use of SAC monies will be used for the following programs, in order of importance:
1. Before/After School tutoring for both "bubble" remediation and enrichment . ($500.00)
2. STEM Competition supplies and fees ($1,00.00)

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Miguel Balsera		
Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	B.S. in Elementary Education, FIU M.S. in Educational Leadership, Nova Southeastern University EdD in Educational Leadership, Nova Southeastern University Certifications/Endorsements: Elementary Education ESOL Educational Leadership
Performance Record	2011-2012 Bent Tree Elementary School: Grade: A Rdg. Proficiency, 74% Math Proficiency, 73% Rdg. Lrg. Gains, 81% Math Lrg. Gains, 75% Rdg. Imp. of Lowest 25% - 84% Math Imp. of Lowest 25% - 73% Rdg. AMO –70 Math AMO–72 2010-2011 Bent Tree Elementary School: Grade: A Rdg. Proficiency,86% Math Proficiency, 89% Rdg. Lrg. Gains, 76% Math Lrg. Gains, 77% Rdg. Imp. of Lowest 25% - 63% Math Imp. of Lowest 25% - 83% Rdg. AMO –67 Math AMO–69 2009-2010 Bent Tree Elementary School: Grade: A Rdg. Proficiency, 87% Math Proficiency, 89% Rdg. Lrg. Gains, 82% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% - 7% Math Imp. of Lowest 25% - 84% 2008-2009 Tropical Elementary School:

Grade: A
Rdg. Proficiency, 72%
Math Proficiency, 72%
Rdg. Lrg. Gains, 72%
Math Lrg. Gains, 62%

Jesus Gonzalez		
Asst Principal	Years as Administrator: 5	Years at Current School: 4

Credentials	B.S. in Elementary Education, Barry University M.S. Elementary Education, F.I.U. Educational Specialist Ed. Leadership Nova Southeastern Univ. Certifications/Endorsements: Gifted Endorsement
Performance Record	2012-2013 Zelda Glazer Middle School: Grade: A Reading Mastery: 67%, Math Mastery: 61%, Science Mastery:57 %, Writing Mastery: 54%, Reading Learning Gains:75 %, Math Learning Gains: 69%, Reading Learning Gains Lowest 25%:72 %, Mathematics Learning Gains Lowest 25%:68 %. Rdg. AMO –74 Math AMO–68 2011-2012 Zelda Glazer Middle School: Grade: A Reading Mastery: 67%, Math Mastery: 61%, Science Mastery: 49%, Writing Mastery: 85%, Reading Learning Gains: 71%, Math Learning Gains: 71%, Reading Learning Gains Lowest 25%: 77%, Mathematics Learning Gains Lowest 25%: 68%. Rdg. AMO –72 Math AMO–65 2010-2011 Zelda Glazer Middle School: Grade: A Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: 39%, Writing Mastery: 89%, Reading Learning Gains: 72%, Math Learning Gains:68%, Reading Learning Gains Lowest 25%:68%, Mathematics Learning Gains Lowest 25%: 68%.

Rdg. AMO –69
Math AMO–62
2009-2010
Zelda Glazer Middle School:
Grade: A,
Reading Mastery: 81%,
Math
Mastery: 76%,
Science Mastery: N/A.,
Writing Mastery: N/A.
2008-2009
Jane S. Roberts K-8 Center:
Grade A,
Reading Mastery: 82%,
Math Mastery: 84%,
Science Mastery: 55%.
AYP 62%,

Ana Diaz		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials

B.S. in Education,
FIU
M.S. in Educational Leadership
Nova Southeastern
University
Certification/Endorsements
Language Arts 6-12.

Performance Record

2012-2013
Southwest Miami Senior High School:
Grade: A
Reading Mastery: 56%,
Math Mastery:601%,
Science Mastery:66 %,
Writing Mastery: 53%,
Reading Learning Gains:71 %,
Math Learning Gains: 73%,
Reading Learning Gains
Lowest 25%:76 %,
Mathematics Learning Gains
Lowest 25%:73 %.
Rdg. AMO –60
Math AMO–43
2011-2012
Southwest Miami Senior High School:
Grade: A
Reading Mastery: 52%,
Math Mastery: 60%,
Science Mastery: n/a
Writing Mastery: 84%,
Reading Learning Gains: 69%,
Math Learning Gains: 56%,
Reading Learning Gains
Lowest 25%: 75%,
Mathematics Learning Gains
Lowest 25%: 49%.
Rdg. AMO –56
Math AMO–38
2010-2011
Southwest Miami Senior High School:
Grade: A
Reading Mastery: 48%,
Math Mastery: 77%,
Reading Learning Gains: 58%,
Math Learning Gains: 74%,
Reading Learning Gains
Lowest 25%: 54%,
Mathematics Learning Gains

Lowest 25%: 49%.
2009-2010
Southwest Miami Senior High School:
Grade: A
Reading Mastery: 48%,
Math Mastery: 80%,
Reading Learning Gains: 56%, Math Learning Gains: 80%,
Reading Learning Gains
Lowest 25%: 56%,
Mathematics Learning Gains
Lowest 25%: 49%.
2008-2009
Southwest Miami Senior High School:
Grade: A
Reading Mastery: 49%,
Math Mastery: 75%,
Reading Learning Gains: 59%,
Math Learning Gains: 77%,
Reading Learning Gains
Lowest 25%: 55%,
Mathematics Learning Gains
Lowest 25%: 49%.

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
54, 100%

 # Highly Qualified Teachers
59%

 # certified in-field
54, 100%

 # ESOL endorsed
24, 44%

 # reading endorsed
6, 11%

 # with advanced degrees
21, 39%

 # National Board Certified
6, 11%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
10, 19%

 # with 6-14 years of experience
29, 54%

 # with 15 or more years of experience
14, 26%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
3, 75%

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

In order to recruit highly qualified teachers, our administrators participate in collegial activities with others in the field that can assist them in finding quality educators as the need arises. In addition, teachers presently at the school are aware of the school's needs and, as they are immersed in various learning communities, share success stories and other information about the unique educational programs at Zelda Glazer. Additionally, new teachers are supported in a number of ways to assure their retention in the educational field. Each teacher is assigned a more veteran educator in their curriculum area to help them with planning and other subject matter questions. Department Heads are also charged with making sure that newer teachers have materials and support necessary to be successful. Finally, site administrators regularly visit classrooms and meet with new teachers, either formally or informally to assess their needs.

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

Each teacher new to the profession and other teachers requiring assistance will be assigned a mentor within their curriculum area. This mentor will be a veteran teacher and will preferably work in the same subject and grade level as the mentee. Each pair will meet regularly (minimally monthly) and on a quarterly basis meet with their respective administrator to discuss progress. Whenever possible, mutual planning time will be scheduled in order for the pairs to work together on both short and long term planning for the classroom.

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

Tier 1:
The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. The MTSS Leadership Team will meet quarterly with problem solving being the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation he MTSS Leadership Team will focus on increasing student achievement or behavioral success.
3. The MTSS Leadership Team will determine expected levels of progress necessary on the most recent assessment administered in the core subject areas
4. The MTSS Leadership Team will respond when grades, subject areas, classes, or individual students have not shown a positive response by determining the most appropriate intervention for the students that is available in the school. In addition, if outside assistance is necessary that will also be considered.
5. The MTSS Leadership Team will respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. The team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. The team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2:
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support as they have not met the proficiency level determined in Tier 1. Tier 2 problem solving meetings occur monthly in order to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students who will require SST Tier 3 intervention
Near the conclusion of the school year, the MTSS evaluates the SIP efforts to determine their successes and deficiencies. This review will dictate strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
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Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)
• Miguel Balsera (Principal), Jesus Gonzalez (Assistant Principal) and Ana Diaz
(Assistant Principal) who will schedule and facilitate regular RtI meetings, ensure
attendance of team members, ensure follow up of action steps, allocate resources.
In addition to the schools' administrators, the school's Leadership Team will include the following
members who will carry out SIP planning and MTSS problem solving:
• Katia Lopez, L.A. Deparment Head
• Michelle Mestre, Reading Intervention Department Head
• Hans Gonzalez, Math Department Head
• Sully Fernandez, Science Department Head
• Sandra Espinoza, BIP/Behavioral Contact
• Maria Fernandez, ESE Department Head
• Anamaria Delgado, Counselor
• Amy Dorta-Mendez, Counselor
• MaryLou Raymet, School psychologist

• William Rembert, School social worker
In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2:
Members of the MTSS Leadership Team listed below will conduct monthly meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
• Miguel Balsera (Principal)
• Jesus Gonzalez (Assistant Principal)
• Ana Diaz (Assistant Principal)
• Maria Fernandez, ESE Department Head
• Anamaria Delgado, Counselor
• Department Head of relevant curriculum department
Tier 3 SST
Members of the MTSS Leadership Team/ Tier 2 Team listed below and parent/guardian will make up the Tier 3 SST Problem Solving Team.
• Jesus Gonzalez (Assistant Principal)
• Ana Diaz (Assistant Principal)
• Maria Fernandez, ESE Department Head
• Anamaria Delgado, Counselor

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

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

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Interim assessments – Fall and Winter
• State/Local Math and Science assessments
• 2013 FCAT 2.0 Scores
• Student grades
• School site specific assessments
• CELLA Data
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
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem
solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
The school will utilize a Title I Parent Night workshop in order to present MTSS to parents and hand out MTSS information.
A description of MTSS and MTSS parent resources will be available on the school's web site

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,600

Before or after school program:
Instruction in core academic subjects:
Through both before and after school care tutoring programs, students will be instructed within the core areas to assist them in achieving success both in the classroom and on the state-mandated assessments. Students participate in various programs that are created to service specific needs such as student within the ELL program are assisted not only in the core subjects but also in language skills. Level 1 and Level 2 FCAT students in Reading, Math and Science are given the opportunity to attend tutoring in order to assist them in closing the gaps in their knowledge and support their classroom learning curriculum.
Teacher collaboration, planning, and professional development:
Through the Literacy Leadership Team, teachers are presented with the opportunity to develop professionally through book study using content that is both current and relevant.
Enrichment activities that contribute to a well-rounded education:
There are two facets of the before/after school academic program which enrich students. The first of these is a support program made available for students that are accelerated in Mathematics and are preparing for the Algebra and Geometry End-of-course assessments. Students meet with tutors who assist them in their preparation and practice for these tests.
The second avenue for enrichment is provided by our Science Club, the Math Club and both the Law Debate and Mock United Nations organizations. Student meet with these groups to receive additional information and opportunities in each of the specialized areas and are often in preparation for competitions.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data collection takes place throughout the entire school year. Initially data from the Spring 2013 FCAT 2.0 will be used to assess students for participation in the tutoring program. Baseline Benchmark Assessment will also be used as a guiding force in placement As the year progresses, various other assessments such as Both the Fall and Winter Interim Assessments will determine student's continued participation or withdrawal from the program dependent upon progress and growth made. Collaboration between administration, department heads, test/data chair, classroom teachers and tutors will determine movement within the program. Suggestions from classroom teachers for additional students to be placed in the program will be considered as the data warrants. These evaluations will take place after each assessment is administered. Unique groups will be created in the Edusoft assessment system to monitor these students.

Who is responsible for monitoring implementation of this strategy?

Responsibility for monitoring these programs is two-fol. First, the tutoring supervisor develops and implements the program. Afterwards, the second line of responsibility falls with the School-based Leadership Team.

Literacy Leadership Team (LLT)

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

Name	Title
Katia Lopez	L.A. Department Head, Chairperson
Ana Diaz	Assistant Principal
Colleen Vance	LA Teacher/ Test Chair
Lenaid Coya	S.S. Department Chair
Marta Vilaverde-Salazar	S.S. Teacher
Rebecca DeArmas	Drama/Broadcast/S.S. Teacher
Monica Alvarez	Dance/Electives Teacher
Carolina Haayen	Science Teacher
Sully Fernandez	Science Department Head
Melissa Medina	Math Teacher/Algebra I
Rachel Castro	L.A. Teacher
Suzette DeMoya	ELL Teacher
Marianna Smith	L.A. Teacher

How the school-based LLT functions

The LLT meets on a monthly basis as a learning community focused upon the infusion of literacy throughout the curriculum. Methods and strategies to incorporate the four anchor areas of the Common Core Curriculum Standards during the presentation of text in all areas. Representatives of all curriculum departments are represented and are charged to return to their department meetings with information and ideas to assist in literacy instruction.

Major initiatives of the LLT

This year's LLT initiative is a professional book study. Members will meet to discuss readings and determine how to use current and relevant educational works to infuse ideas into the school's overall curriculum. Initially the text "And Rigor for All" by Carol Yago will provide the foundation of this book study, which will be used in order to create a more meaningful learning environment for students and teachers alike.

Every Teacher Contributes to Reading Instruction

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

Through continuing Professional Development presented on site focusing on the Common Core Standards and the information relayed back to all teachers from the Literacy Leadership Team, all members of the Glazer educational community have the information necessary and the strategies at hand to assist students who are struggling readers in not only Language Arts, but also in the core courses.

In addition, professional development is presented outlining a plethora of differentiation instructional strategies as related to struggling readers.

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

Participation in real-world applications of learned knowledge and also the participation in competitions that will allow students to apply their used knowledge to challenges that exist in the real-word.

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

At this time, our school is in a transition from traditional middle school to a 6-12 Magnet program. Through a partnership with Florida International University, we are presenting students with exposure to, and mentoring from members of the FIU faculty and almuni.

Strategies for improving student readiness for the public postsecondary level

N/A

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	74%		No	77%
American Indian				
Asian	90%		No	91%
Black/African American				
Hispanic	74%		No	77%
White	75%		No	78%
English language learners	48%		No	54%
Students with disabilities	43%		No	49%
Economically disadvantaged	70%		No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	404	31%	39%
Students scoring at or above Achievement Level 4	443	34%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

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)	71	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	54	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	32%	39%

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	291	53%	58%
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	68%		No	72%
American Indian				
Asian	90%		No	91%
Black/African American				
Hispanic	68%		No	72%
White	68%		No	71%
English language learners	57%		No	61%
Students with disabilities	45%		No	51%
Economically disadvantaged	65%		No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	279	31%	49%
Students scoring at or above Achievement Level 4	140	16%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	402	94%	95%
Middle school performance on high school EOC and industry certifications	360	90%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		53%	58%
Students scoring at or above Achievement Level 4		33%	34%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	29%	29%
Students scoring at or above Achievement Level 4	80	70%	70%

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	158	29%	32%
Students scoring at or above Achievement Level 4	149	27%	28%

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)	11		13
Participation in STEM-related experiences provided for students	198	15%	17%

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	101	8%	7%
Students who fail a mathematics course	49	4%	3%
Students who fail an English Language Arts course	29	2%	1%
Students who fail two or more courses in any subject	46	3%	2%
Students who receive two or more behavior referrals	237	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	231	17%	16%

Goals Summary

G1. In 2013, 67% of the students scored at Level 3 or above on the FCAT 2.0 in Reading. Our goal for 2014 is 77 %, which is an increase of ten percentage points.

G2. In 2013, 53% of the students scored at Level 3.5 or above on the FCAT 2.0 in Writing. Our goal for 2014 is 58%, which is an increase of five percentage points.

G3. In 2013, 61% students scored at Level 3 or above on the FCAT 2.0 in Mathematics. Our goal for 2014 is 72%, which is an increase of twelve percentage points.

G4. The Mathematics Middle School Acceleration goal for 2013-2014 is to increase the number of students participating in the Algebra I and Geometry courses from 94% to 95% which is a one percentage point gain.

G5. In 2013, 53% of the students scored at Level 3 or above on the Algebra End-of-Course Assessment. Our goal for 2014 is 54%, which is an increase of one percentage point.

G6. In 2013, 29% of the students scored at Level 3 or above on the Geometry End-of-Course Assessment. Our goal for 2014 is 29%, indicating only maintenance of current achievement.

G7. In 2013, 29% students scored at Level 3 or above on the FCAT 2.0 in Science. Our goal for 2014 is 32%, which is an increase of three percentage points.

G8. The STEM goal for 2013-2014 is to both increase student participation in STEM experiences at all grade levels and academic levels and to increase the number of opportunities available for students to participate in STEM experiences.

G9. In 2013, 34% students scored at 70% or above on the Civics Baseline Benchmark Assessment. In 2014, 35% students scored at 70% or above on the BBA.Our goal for 2014 is 37% on the Spring EOC Civics, which is an increase of two percentage points.

G10. The Early Warning System goal for 2013-2014 is to identify at-risk students in enough time to provide appropriate intervention and support.

G11. The CTE goal is to increase student awareness of careers opportunities and educational options available to them.

Goals Detail

G1. In 2013, 67% of the students scored at Level 3 or above on the FCAT 2.0 in Reading. Our goal for 2014 is 77 %, which is an increase of ten percentage points.

Targets Supported

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

Resources Available to Support the Goal

- MacDougal-Littel Anthology and Basal Support

- Reading Plus

- Accelerated Reader

- Voyager Passport (IR)

- LANGUAGE! (IR+)

- CRISS Strategies

- Florida Center for Reading Research (FCRR)

- Hot Fudge Monday - Grammar Instruction

- What's Happening? (MacDougal-Littel)

Targeted Barriers to Achieving the Goal

- Students in the Hispanic/White/SWD/ED subgroup did not meed AMO. The area of deficiency for all other subgroups (Hispanic/White/SWD/ED), as noted on the 2013 FCAT 2.0 administration was Reporting Category : Literary Analysis due to limited exposure to exemplar texts and practice analyzing non-fiction selections.The goal is to increase proficiency as follows: Hispanic: 67% to 77% White: 61% to 78% SWD: 32% to 49% ED:: 63% to 73%

- Students in the ELL subgroup did not meet AMO. The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category : Vocabulary due to limited command of the English language. The goal is to increase proficiency from 31% to 54%

- The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis due to limited exposure to exemplar texts and practice analyzing non-fiction selections.The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 31% to 33%.

- The area of deficiency for students scoring at or above FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis due to limited exposure to exemplar texts and practice analyzing non-fiction selections.The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 34% to 38%.

- Students making learning gains on the 2013 FCAT 2.0 Reading Assessment displayed deficiency in the Reporting Category: Reading Application. These students lack the experiences of focus on exemplar texts and the skills necessary to create deep comprehension about that text. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 75% to 78%.

- Students in the lowest 25% making learning gains also displayed deficiency in the Reporting Category: Reading Application on the 2013 FCAT 2.0 Reading Assessment. These students also lack the experiences of focus on exemplar texts and the skills necessary to create deep comprehension about that text. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 72% to 75%.

- ELL Students have limited opportunity to listen and speak academic English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Listening and Speaking portion of the Spring 2014 CELLA Assessment from from 47% to 52%.

- ELL Students have limited opportunity to read in English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Reading portion of the Spring 2014 CELLA Assessment from from 35% to 42%.

- ELL Students have limited opportunity to write academic English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Writing portion of the Spring 2014 CELLA Assessment from from 32% to 39%.

Plan to Monitor Progress Toward the Goal

Initial Progress Monitoring of students will take place by the teacher at the small group level. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed.

Person or Persons Responsible
School-based Leadership Team and MTSS/RtI Team

Target Dates or Schedule:
Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:
In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline Benchmark Assessment and the Fall/Winter Interim Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 FCAT 2.0 Reading Assessment.

G2. In 2013, 53% of the students scored at Level 3.5 or above on the FCAT 2.0 in Writing. Our goal for 2014 is 58%, which is an increase of five percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Ralph Fletcher Writing

- Carol Yago's "And Rigor for All"

- Zelda Glazer Writing Institute Resources

Targeted Barriers to Achieving the Goal
- 8th grade students scoring 3.5 or above when taking the Spring 2013 FACT Writing Assessment demonstrated deficiency in the area of Writing Application due to the students' inability to present detailed evidence, examples and reasoning to support effective arguments. Student proficiency will increase from 53% to 59%.

Plan to Monitor Progress Toward the Goal

Initial Progress Monitoring of students will take place by the teacher at the small group level. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed

Person or Persons Responsible

School-based Leadership Team and MTSS/RtI Team.

Target Dates or Schedule:

Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:

In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline and Mid-Year District Writing Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 FCAT 2.0 Writing Assessment.

G3. In 2013, 61% students scored at Level 3 or above on the FCAT 2.0 in Mathematics. Our goal for 2014 is 72%, which is an increase of twelve percentage points.

Targets Supported

Resources Available to Support the Goal
- Holt Mathematics Textbooks
- MacDougal Mathematics Textbooks
- iPrep Math Program
- Khan Academy
- FCAT Explorer
- Gizmos website

Targeted Barriers to Achieving the Goal
- The ELL subgroup did not make their 2012-2013 AMO. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. Student proficiency from 41% to 61% is projected.
- Students in the other subgroups not attaining their 2012-2013 AMO (Hispanic, White,SWD, ED) range across all three grade levels (Grades 6-8). These students will have daily practice in reading, writing and solving word problems that are related to real world situations.The goal is to increase proficiency as follows: Hispanic: 61% to 72% White: 56% to 71% SWD: 35% to 51% ED: 58% to 69%
- The findings among students scoring at Level 3 on the Spring 2013 FCAT Mathematics Assessment demonstrated that students in Grade 6 and Grade 8 experienced difficulty in the Geometry and Measurement Reporting Category. However, the 2013 FCAT 2.0 data showed that Grade 7 demonstrated a lower percentage of achievement in the Statistics and Probability Reporting Category. Overall, the percentage of Level 3 students will increase from 31% to 35%.
- Students scoring at or above FCAT Level 4 require more real-world applications of their mathematics knowledgeable. The goal for 2013-2014 is to increase the percentage of students scoring Level 4 or above from 16% to 24%.
- Student making learning gains across all grade levels showed lack of progress in the reporting Category of Geometry and Measurement. Through instructional focus on this area it is hopes that the percentage of students in the overall Math population will increase from 69% to 72%.
- As with all students making learning gains, the lowest 25% of students in Mathematics across all grade levels showed lack of progress in the reporting Category of Geometry and Measurement. Through instructional focus on, and remediation in, this area it is hopes that the percentage of students in the overall lowest 25% in the Math population will increase from 68% to 71%.

Plan to Monitor Progress Toward the Goal

Initial Progress Monitoring of students will take place by the teacher at the small group level. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed.

Person or Persons Responsible
School-based Leadership Team and MTSS/RtI Team

Target Dates or Schedule:
Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:
In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline Benchmark Assessment and the Fall/Winter Interim Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 FCAT 2.0 Math Assessment.

G4. The Mathematics Middle School Acceleration goal for 2013-2014 is to increase the number of students participating in the Algebra I and Geometry courses from 94% to 95% which is a one percentage point gain.

Targets Supported

Resources Available to Support the Goal
- 2013 FCAT data

Targeted Barriers to Achieving the Goal
- The criterion for placement in the accelerated Mathematics program was based primarily upon the students' Level scores on the 2012 FCAT 2.0 Mathematics administration. Little attention was given FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the participation in the Middle School Mathematics Acceleration Program will increase from 94% to 95%

Plan to Monitor Progress Toward the Goal

Both the School Leadership Team and members of the Math Department will monitor students placed in the accelerated Math Program to determine student placement for the 2014-2015 school year. In addition, student data from the Spring 2014 FCAT administration will be used to determine eligibility for acceleration. Specific attention will be paid to the incoming 6th grade students. In addition, students already in the acceleration program will be monitored by the Math Department to assure that they are making sufficient progress on state benchmarks.

Person or Persons Responsible
School-based Leadership Team and MTSS/RtI Team

Target Dates or Schedule:
Student progress and achievement will be monitored quarterly to determine students best suited to accelerate in Mathematics. Both student grades and data from district mandated assessments such as Interim Assessments will be used.

Evidence of Completion:
Success for these goals will be determined by the 2014-2015 population of students participating in accelerated Math courses. Both informal assessments at the class level and Interim Assessments in Algebra I and Geometry will be used to determine proficiency. Additionally, the Spring 2014 End-of-Course Assessment for both Algebra I and Geometry will be a final factor for establish success.

G5. In 2013, 53% of the students scored at Level 3 or above on the Algebra End-of-Course Assessment. Our goal for 2014 is 54%, which is an increase of one percentage point.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Prentiss-Hall Algebra I textbook

- Kutasoftware.com

- Khan Academy video resources

- Ed.modo.com

- Florida Focus Achieves (website)

Targeted Barriers to Achieving the Goal
- Student placement in the Algebra I classes was determined using data from the FCAT 2,0 Mathematics administration, The students' level of achievement was the data used, however, it has been determined that developmental scale scores (DSS) should also be a deciding factor as some students are at the lower range of Level 3 achievement. With more careful screening it is determined that the proficiency levels of students at Level 3 will increase from 53% to 54%.

- Student who are successful and achieving at Level 4 or above demonstrate a need for intermittent review and remediation throughout the year. With the implementation of special "Algebra Boot Camps", Algebra I Level 4+ student achievement will rise from 33% to 34%

Plan to Monitor Progress Toward the Goal

Initial Progress Monitoring of students will take place by the teacher at the small group level. Follow-up monitoring will be done by the Department Head. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed.

Person or Persons Responsible
School-based Leadership Team and MTSS/RtI

Target Dates or Schedule:
Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:
In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline Benchmark Assessment and the Fall/Winter Interim Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 EOC Algebra I Assessment.

G6. In 2013, 29% of the students scored at Level 3 or above on the Geometry End-of-Course Assessment. Our goal for 2014 is 29%, indicating only maintenance of current achievement.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- District mandated Geometry textbook

- End-of-Course Prep Handbooks

- Khan Academy

- Kuda software

Targeted Barriers to Achieving the Goal
- Student who are successful and achieving Level 3 and Level 4 demonstrate a need for intermittent review and remediation throughout the year. With the implementation of special "Geometry Boot Camps", Geometry students scoring at Level 3 and Level 4 should be maintained.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Initial Progress Monitoring of students will take place by the teacher at the small group level. Follow-up montoring will be done by the Department Head. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed

Target Dates or Schedule:

Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:

In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline Benchmark Assessment and the Fall/Winter Interim Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 EOC Geometry Assessment.

G7. In 2013, 29% students scored at Level 3 or above on the FCAT 2.0 in Science. Our goal for 2014 is 32%, which is an increase of three percentage points.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Pearson Science Textbooks

- BrainPop.com

- C-PALMS.org

- EdModo.com

- Florida Department of Education Science Specifications

- CPO - Physical Science Textbook

- ExploreLearning.com

- GIZMOS.com

- SECME online resources

- Fairchild Challenge Instructional Aids

Targeted Barriers to Achieving the Goal

- The data for the 2013 FCAT 2.0 Grade 8 Assessment demonstrated that students achieving at Level 3 proficiency were weakest in the Reporting Category: The Nature of Science. Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. With special attention paid to this Reporting Category, Level 3 eighth grade student achievement should increase from 29% to 32%.

- The data for the 2013 FCAT 2.0 Grade 8 Assessment demonstrated that students achieving at or above Level 4 proficiency were weakest in the Reporting Category: The Nature of Science. Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. With special attention paid to this Reporting Category, Level 4+ eighth grade student achievement should increase from 27% to 28%.

Plan to Monitor Progress Toward the Goal

Initial Progress Monitoring of students will take place by the teacher at the small group level. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed.

Person or Persons Responsible
School-Based Leadership Team and MTSS/RtI Team

Target Dates or Schedule:
Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:
In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline Benchmark Assessment and the Fall/Winter Interim Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 FCAT 2.0 Reading Assessment.

G8. The STEM goal for 2013-2014 is to both increase student participation in STEM experiences at all grade levels and academic levels and to increase the number of opportunities available for students to participate in STEM experiences.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- SECME instructional Resources

- Fairchild Garden Challenge Resources

- Disney Jiminy Cricket Environmental Challenge

- SECME Robotic Instructional Aids

Targeted Barriers to Achieving the Goal
- In order to engage students in the problem solving process, it will be necessary to increase the number of students participating in Project-Based Learning encouraged by STEM. During the 2013-2014 school year, it is projected that the percentage of students participating in a STEM related activity will increase from 15% to 17%. It is a goal to include more students in the ELL and SWD population.

- In order to engage students in the problem solving process, it will be necessary to increase the number of experiences in Project-Based Learning encouraged by STEM. During the 2013-2014 school year, it is projected that the number of STEM related activities offered to students will increase from 11 to 13.

Plan to Monitor Progress Toward the Goal

Initial planning and monitoring will take place at the department level, with Science, Math and Social Studies Department Heads working to coordinate and plan STEM activities and experiences for students

Person or Persons Responsible

Science, Math and Social Studies Department Heads

Target Dates or Schedule:

The Assistant Principal will incorporate discussion and progress monitoring about STEM activities into the monthly Department Head Meeting. In addition, monthly Science, Math and Social Studies Department meetings will also include information about STEM experiences and opportunities for participation.

Evidence of Completion:

At the end of the school year, an increased number of activities and an increase in student participation will be demonstrated by all three departments.

G9. In 2013, 34% students scored at 70% or above on the Civics Baseline Benchmark Assessment. In 2014, 35% students scored at 70% or above on the BBA.Our goal for 2014 is 37% on the Spring EOC Civics, which is an increase of two percentage points.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Civics (McGraw-Hill) textbook

- Maps/Atlases

- Teacher Created Power Points

- NBC Learn (website)

- iCivics.org (website)

- Edmodo,com (website)

- Library Of Congress

- National Archives

- Florida Law Related Eduication, Inc. (flrea.org)

- CNN Student News

- Center on Congress

- Center of Civic Education (civiced.org)

- Soomo Publishing

- Flocabulary

- Discovery.com

- BrainPop.com

- Social Studies Lesson Plans from the MDCPS Division of Social Sciences

Targeted Barriers to Achieving the Goal

- Data gleaned from the Baseline and Interim data from 2013 demonstrated that initially student were deficient in all four reporting categories during the Baseline Assessment of 2012, however, the Spring administration shows that students made progress and became proficient in Reporting Category: Government Policies and Political Processes AND Reporting Category: Origins and Purposes of Law and Government. Assuming that the incoming 7th graders will experience the same difficulties the strategies listed below will be put into place:

Plan to Monitor Progress Toward the Goal

Initial Progress Monitoring of students will take place by the teacher at the small group level. As strategy implementation takes place, the School Leadership Team will review assessments and progress and finally the MTSS/Rti will be involved for those students demonstrating little or no progress after intervention strategies have been executed.

Person or Persons Responsible
School-based Leadership Team and MTSS/Rti Team

Target Dates or Schedule:
Informal class level monitoring will take place on a bi-weekly basis, while more formal assessment will take place monthly and quarterly.

Evidence of Completion:
In addition to the informal assessments by teachers and tutors, data gleaned from mandated assessment such as Baseline Benchmark Assessment and the Fall/Winter Interim Assessments will be used to determine progress. Ultimately, success will be determined by student performance on the 2014 EOC Civics Assessment.

G10. The Early Warning System goal for 2013-2014 is to identify at-risk students in enough time to provide appropriate intervention and support.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- TEAM Meetings and Conferences
- TEAM Incentive Program
- Miami-Dade County Public Schools Code of Student Conduct

Targeted Barriers to Achieving the Goal
- In order to decrease the number of students who miss 10% or more of instructional time, Grade Level Teams will monitor attendance and tardies. As tardies make-up a large portion of time missed from our students, we have established a "Tardy Tank" which records daily tardies and cross-references them with student absences. This will decrease the percentage of students in this category from 8% to 7%.

- At the end of each grading period, students not making progress and in danger of failing courses are flagged by school counselors. Data is retrieved using Pinnacle Gradebook and students are counseled on strategies to improve their performance in their classes. Follow-up occurs at mid-year, which will assist in the reduction of student course failures from 18% to 17%.

- At the beginning of the school year all students are made aware of the Miami-Dade County Schools Code of Student Conduct. As part of the Beginning of School Student Information Packet, parents are urged to visit our website in order to become familiar with the code. If, even after this knowledge, students receive behavioral referrals they will initially meet with their counselor and, if necessary, an Assistant Principal. Quick enforcement will contribute to reduction of student referrals from 17% to 16%.

Plan to Monitor Progress Toward the Goal

Monitor the attendance, course failure and referral suspension data.

Person or Persons Responsible
Responsibility for monitoring of data for the EWS will primarily lie with the School-Leadership Team, however, additional support will be provided by the school counselors and SCSI instructor. The School Attendance Manager will make sure that students with attendance issues are tagged for follow-up.

Target Dates or Schedule:
This process is on-going, but each quarter, data will be reviewed and student membership in each of the EWS categories will be flagged.

Evidence of Completion:
A reduction in the percentage of students in each of the categories for the 2013-2014 school year as determined by M-DCPS data.

G11. The CTE goal is to increase student awareness of careers opportunities and educational options available to them.

Targets Supported
- CTE

Resources Available to Support the Goal
- Florida International University Partnership
- Career Fair
- High School Magenet Program Resource Fair

Targeted Barriers to Achieving the Goal
- Reduced enrollment has necessitated a reduction of elective courses, including those with a career focus.

Plan to Monitor Progress Toward the Goal

Analyze information from sign-in sheets and visit logs.

Person or Persons Responsible
School-based Leadership Team

Target Dates or Schedule:
Qaurterly

Evidence of Completion:
Increase in number of visits and student participation demonstrated by attendance and number of scheduled events.

Action Plan for Improvement

Problem Solving Key

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

G1. In 2013, 67% of the students scored at Level 3 or above on the FCAT 2.0 in Reading. Our goal for 2014 is 77 %, which is an increase of ten percentage points.

G1.B1 Students in the Hispanic/White/SWD/ED subgroup did not meed AMO. The area of deficiency for all other subgroups (Hispanic/White/SWD/ED), as noted on the 2013 FCAT 2.0 administration was Reporting Category : Literary Analysis due to limited exposure to exemplar texts and practice analyzing non-fiction selections.The goal is to increase proficiency as follows: Hispanic: 67% to 77% White: 61% to 78% SWD: 32% to 49% ED:: 63% to 73%

G1.B1.S1 • Students would benefit from practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: o reciprocal teaching; o opinion proofs; o question-and-answer relationships; o note-taking skills; o summarization skills; o questioning the author; and o encouraging students to read from a wide variety of texts. o analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Action Step 1

Instructional strategies focused on Literary Analysis as noted above.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

This monitoring is ongoing

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments.

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

Assure implementation of focused Literary Analysis curriculum

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark assessments

G1.B3 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis due to limited exposure to exemplar texts and practice analyzing non-fiction selections.The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 31% to 33%.

G1.B3.S1 • Students would benefit from practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: o reciprocal teaching; o opinion proofs; o question-and-answer relationships; o note-taking skills; o summarization skills; o questioning the author; and o encouraging students to read from a wide variety of texts. o analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Action Step 1

Instructional strategies focused on Literary Analysis as described above

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

This will be an ongoing process

Evidence of Completion

Students responses to instruction such as graphic organizers, textbook assignments and teacher created assessments

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

Assure implementation of the Literary Analysis focused curriculum intervention

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Overview of students' work and recurrent classroom walk-throughs.

Plan to Monitor Effectiveness of G1.B3.S1

Analyze data from student assessments, both at the classroom level and also at the grade level.

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly assessments

G1.B4 The area of deficiency for students scoring at or above FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis due to limited exposure to exemplar texts and practice analyzing non-fiction selections.The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 34% to 38%.

G1.B4.S1 • Students would benefit from practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Action Step 1

Implementation of curriculum focused on Literary Analysis as described in strategy.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

This process is ongoing

Evidence of Completion

Evidence of implementation will be determined by student responses to class assignments and benchmark assessments.

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

Assurance that the focus curriculum has been implemented

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Demonstration of progress on bi-weekly progress monitoring assessments.

G1.B5 Students making learning gains on the 2013 FCAT 2.0 Reading Assessment displayed deficiency in the Reporting Category: Reading Application. These students lack the experiences of focus on exemplar texts and the skills necessary to create deep comprehension about that text. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 75% to 78%.

G1.B5.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. • Teachers should ingrain the practice of justifying answers by going back to the text for support. • Teachers should help students use graphic organizers to see patterns and summarize the main points. • Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • Useful instructional strategies include: o graphic organizers (e.g., note taking, mapping); o summarization activities; o questioning the author; o anchoring conclusions back to the text (e.g., explaining and justifying decisions); o opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); o text marking (e.g., making margin notes, highlighting); o avoiding the interference of prior knowledge when answering a question; and o encouraging students to read from a wide variety of texts. o compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). o cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. o Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Instructional strategies focused on Reading Application

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

This process if ongoing.

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of focused Reading Application curriculum

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B5.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark assessments

G1.B6 Students in the lowest 25% making learning gains also displayed deficiency in the Reporting Category: Reading Application on the 2013 FCAT 2.0 Reading Assessment. These students also lack the experiences of focus on exemplar texts and the skills necessary to create deep comprehension about that text. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 72% to 75%.

G1.B6.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. • Teachers should ingrain the practice of justifying answers by going back to the text for support. • Teachers should help students use graphic organizers to see patterns and summarize the main points. • Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • Useful instructional strategies include: o graphic organizers (e.g., note taking, mapping); o summarization activities; o questioning the author; o anchoring conclusions back to the text (e.g., explaining and justifying decisions); o opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); o text marking (e.g., making margin notes, highlighting); o avoiding the interference of prior knowledge when answering a question; and o encouraging students to read from a wide variety of texts. o compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). o cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. o Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Instructional strategies focused on Reading Application

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

This process is ongoing

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of focused Reading Application curriculum

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B6.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark assessments

G1.B6.S2 A Before/After School Tutoring Program will be made available to students scoring in the lowest 25% on the 2013 FCAT 2.0 Reading Assessment.

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Person or Persons Responsible

Tutoring Supervisor and individual tutors.

Target Dates or Schedule

This monitoring is ongoing

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Assure implementation of before/after school tutoring program.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent class walk throughs. In addition, evidence of instructional intent is shown in tutoring curriculum.

Plan to Monitor Effectiveness of G1.B6.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G1.B7 ELL Students have limited opportunity to listen and speak academic English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Listening and Speaking portion of the Spring 2014 CELLA Assessment from from 47% to 52%.

G1.B7.S1 Students have limited opportunity to listen and speak academic English outside the classroom. • Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening. • Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Action Step 1

Instructional curriculum implementing strategies stated above in the Language Arts/Reading classrooms

Person or Persons Responsible

The Language Arts and Reading classroom teachers; the Language Arts Department Head

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of ELL based Listening and Speaking Instructional strategies noted above

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B7.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments based upon CELLA benchmarks.

G1.B7.S2 Before and After School tutoring program will be made available to students who have been determined to require assistance based upon CELLA data.

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Person or Persons Responsible

Tutoring supervisor and in-class tutoring instructors.

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Assure implementation of focused ELL intervention curriculum, particularly Listening and Speaking.

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B7.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G1.B8 ELL Students have limited opportunity to read in English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Reading portion of the Spring 2014 CELLA Assessment from from 35% to 42%.

G1.B8.S1 • Students have limited opportunity to read in English outside the classroom. • Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material by using the following strategies: o Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning • Teachers will Focus on Key Vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a mean to increase vocabulary development. • Word Walls, Graphic Organizers and Word Banks will be used with fidelity in all the classrooms.

Action Step 1

Instructional strategies focused on ELL Reading instruction as noted above

Person or Persons Responsible

Both the ELL teacher and the Language Arts teacher

Target Dates or Schedule

This is an ongoing proccess

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans

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

Assure implementation of focused ELL Reading curriculum

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

on a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B8.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G1.B8.S2 Before and After School tutoring program will be made available to students who have been determined to require assistance based upon CELLA data

Action Step 1

Instructional strategies focused on ELL Reading instruction as noted above

Person or Persons Responsible

Both the ELL teacher and the Language Arts teacher

Target Dates or Schedule

This is an ongoing proccess

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B8.S2

Assure implementation of focused ELL Reading curriculum

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

on a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B8.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G1.B9 ELL Students have limited opportunity to write academic English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Writing portion of the Spring 2014 CELLA Assessment from from 32% to 39%.

G1.B9.S1 • Students have limited opportunity to write academic English outside the classroom. • Dialogue Journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms to provide these students with ample opportunities to practice their writing. • Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Action Step 1

Instructional curriculum focused on ELL Writing strategies

Person or Persons Responsible

Both the ELL and Language Arts teachers

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Assure implementation of curriculum focused on ELL Writing strategies

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G1.B9.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G2. In 2013, 53% of the students scored at Level 3.5 or above on the FCAT 2.0 in Writing. Our goal for 2014 is 58%, which is an increase of five percentage points.

G2.B1 8th grade students scoring 3.5 or above when taking the Spring 2013 FACT Writing Assessment demonstrated deficiency in the area of Writing Application due to the students' inability to present detailed evidence, examples and reasoning to support effective arguments. Student proficiency will increase from 53% to 59%.

G2.B1.S1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the students' inability to present detailed evidence, examples and reasoning to support effective arguments. To address these issues the students will: • Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques. • Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message) that shows why the topic or activity is important. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. • Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. • Establish and maintain a formal style. • Providing a concluding statement or section that follows from the supports the argument presented. • With students, review word choice, and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities.

Action Step 1

Implementation of writing strategies across the curriculum,but specifically in the Language Arts classroom with explicit instruction in areas noted in Strategy.

Person or Persons Responsible

Language Arts classroom teacher and other CORE area teachers

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of focused Writing curriculum

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk throughs. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G2.B1.S1

Analyze data from bi-weekly progress monitoring assessments and writing rubrics

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Analysis and rubrics

G3. In 2013, 61% students scored at Level 3 or above on the FCAT 2.0 in Mathematics. Our goal for 2014 is 72%, which is an increase of twelve percentage points.

G3.B1 The ELL subgroup did not make their 2012-2013 AMO. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. Student proficiency from 41% to 61% is projected.

G3.B1.S1 These students will have daily practice in reading, writing and solving word problems that are related to real world situations. • In addition, vocabulary lists will be created to assist students to communicate in the language of mathematics. As students become more proficient in their problem solving skills they will discuss their process using the new vocabulary. As students progress, scaffolding will decrease. • New materials will be presented through multisensory instructional techniques and provide smaller attainable goals for the student. In addition, flexible time frames and small group or (individual) instruction would allow students to perform to their potential. • Teachers will incorporate the use of imbedded reviews in class so that students can practice operations involving the use of descriptive statistics where knowledge of probability distributions is present.

Action Step 1

Instructional strategies focused on mathematic vocabulary.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of focused ELL instruction in math vocabulary

Person or Persons Responsible

School-based LeadershipTeam

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B1.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B1.S2 • Members of the Math Department will attend professional development to enhance their instructional techniques and compile strategies to assist students. This PD will be scheduled for a Department Meeting early in the school year. In addition, there will be implementation of grade level planning as an opportunity for teachers to plan and share best practices.

Action Step 1

Professional Development and Collegial planning on a regular basis

Person or Persons Responsible

The classroom teacher and the Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Sign In sheet, minutes of meeting and reflection of collegiality in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Assure planning, attendance at PD and implementation of collegial planning in Math.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Attendance at PD and reflection of planning techniques in lesson plans.

Plan to Monitor Effectiveness of G3.B1.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

ON a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B1.S3 • The lowest performing students in all grade levels and subgroups. One hour or before- and after-school tutoring sessions taking place twice weekly will be offered to address student deficiencies

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Person or Persons Responsible

Tutoring Supervisor and individual class tutors.

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Assure implementation of benchmark focused tutoring program with fidelity

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B1.S3

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark assessments

G3.B2 Students in the other subgroups not attaining their 2012-2013 AMO (Hispanic, White,SWD, ED) range across all three grade levels (Grades 6-8). These students will have daily practice in reading, writing and solving word problems that are related to real world situations.The goal is to increase proficiency as follows: Hispanic: 61% to 72% White: 56% to 71% SWD: 35% to 51% ED: 58% to 69%

G3.B2.S1 • Students in the other subgroups not attaining their 2012-2013 AMO range across all three grade levels (Grades 6-8). These students will have daily practice in reading, writing and solving word problems that are related to real world situations. • In addition, vocabulary lists will be created to assist students to communicate in the language of mathematics. As students become more proficient in their problem solving skills they will discuss their process using the new vocabulary. As students progress, scaffolding will decrease. • New materials will be presented through multisensory instructional techniques and provide smaller attainable goals for the student. In addition, flexible time frames and small group or (individual) instruction would allow students to perform to their potential. • Teachers will incorporate the use of imbedded reviews in class so that students can practice operations involving the use of descriptive statistics where knowledge of probability distributions is present. •

Action Step 1

Instructional strategies focused on interventions listed above

Person or Persons Responsible

Classroom teachers and Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused instruction and inclusion of curricular techniques stated above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B2.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B2.S2 Members of the Math Department will attend professional development to enhance their instructional techniques and compile strategies to assist students. This PD will be scheduled for a Department Meeting early in the school year. In addition, there will be implementation of grade level planning as an opportunity for teachers to plan and share best practices.

Action Step 1

Professional Development and Collegial planning on a regular basis

Person or Persons Responsible

Math Department Head and Math Faculty Members

Target Dates or Schedule

This is an ongoing process.

Evidence of Completion

Sign In sheet, minutes of meeting and reflection of collegiality in lesson plans

Facilitator:

Math Department Head

Participants:

Members of the Math Department

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

Assure attendance and implementation of strategies discussed at Math Professional development. Provide opportunity to collegial planning

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent and collegial planning is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B2.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessment

G3.B2.S3 The lowest performing students in all grade levels and subgroups. One hour or before- and after-school tutoring sessions taking place twice weekly will be offered to address student deficiencies.

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Person or Persons Responsible

Tutoring Supervisor and individual tutors

Target Dates or Schedule

This monitoring is ongoing

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Assure implementation of tutoring program with fidelity and support student attendance

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

on a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B2.S3

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B3 The findings among students scoring at Level 3 on the Spring 2013 FCAT Mathematics Assessment demonstrated that students in Grade 6 and Grade 8 experienced difficulty in the Geometry and Measurement Reporting Category. However, the 2013 FCAT 2.0 data showed that Grade 7 demonstrated a lower percentage of achievement in the Statistics and Probability Reporting Category. Overall, the percentage of Level 3 students will increase from 31% to 35%.

G3.B3.S1 According to the 2013 FCAT 2.0, students in Grade 6 and Grade 8 experienced difficulty in the Geometry and Measurement Reporting Category. Strategies to assist in this area include: • Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. • Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement

Action Step 1

Instructional curriculum focused on strategies listed above to improve achievement in Geometry and Measurement Reporting Category.

Person or Persons Responsible

Classroom Teachers and Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused Math curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark assessments

G3.B3.S2 However, the 2013 FCAT 2.0 data showed that Grade 7 demonstrated a lower percentage of achievement in the Statistics and Probability Reporting Category. Implementation of the following steps will assist in alleviating this deficiency: • Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities with NCTM's Illuminations website to experiment with spinners and compare the experimental probability of a particular outcome to the theoretical probability. • Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples. • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. • Provide students with opportunities to use multiple representations to model real world situations involving statistics and probability to make predictions.

Action Step 1

Instructional techniques focused on Statistics and Probability benchmarks using the strategies listed above.

Person or Persons Responsible

Math classroom teachers and Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Assure implementation of benchmark focused Math curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B3.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B4 Students scoring at or above FCAT Level 4 require more real-world applications of their mathematics knowledgeable. The goal for 2013-2014 is to increase the percentage of students scoring Level 4 or above from 16% to 24%.

G3.B4.S1 The following strategies will be implement for Students in Grade 6 who scored at or above Level 4 on the 2013 FCAT 2.0 : • 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 geometry and measurement. • Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. • Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Action Step 1

Instructional curriculum implementing strategies stated above in the 6th grade Math classrooms.

Person or Persons Responsible

Math classroom teachers and Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B4.S2 The following strategies will be implement for Students in Grade 7 who scored at or above Level 4 on the 2013 FCAT 2.0 : • Provide students with enrichment opportunities to extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models. • Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts. • Develop thematic projects to help students understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture).

Action Step 1

Instructional curriculum implementing strategies stated above in the 6th grade Math classrooms

Person or Persons Responsible

Math classroom teachers and Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Action Step 2

Instructional curriculum implementing strategies stated above in the 6th grade Math classrooms

Person or Persons Responsible

Math classroom teachers and Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Assure implementation of benchmark focused curriculum using the strategies listed above

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B4.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B4.S3 The following strategies will be implement for Students in Grade 8 who scored at or above Level 4 on the 2013 FCAT 2.0 : • 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 geometry and measurement. • Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement. • Develop thematic projects to help students understand, analyze, and apply similarity and /or the Pythagorean Theorem to solve real world problems that include heights and distances.

Action Step 1

Instructional curriculum implementing strategies stated above in the 6th grade Math classrooms

Person or Persons Responsible

Math classroom teachers and Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Assure implementation of benchmark focused curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B4.S3

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B5 Student making learning gains across all grade levels showed lack of progress in the reporting Category of Geometry and Measurement. Through instructional focus on this area it is hopes that the percentage of students in the overall Math population will increase from 69% to 72%.

G3.B5.S1 Student making learning gains across all grade levels showed lack of progress in the reporting Category of Geometry and Measurement. In order to address these deficiencies the following considerations and strategies will be implemented: • Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement. • Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Instructional curriculum implementing strategies stated above in the Math classrooms

Person or Persons Responsible

Math classroom teacher and Math Department Head

Target Dates or Schedule

This is an ongoing process.

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B5.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G3.B6 As with all students making learning gains, the lowest 25% of students in Mathematics across all grade levels showed lack of progress in the reporting Category of Geometry and Measurement. Through instructional focus on, and remediation in, this area it is hopes that the percentage of students in the overall lowest 25% in the Math population will increase from 68% to 71%.

G3.B6.S1 As with all students making learning gains, the lowest 25% of students in Mathematics across all grade levels showed lack of progress in the reporting Category of Geometry and Measurement. In order to address these deficiencies the following considerations and strategies will be implemented: General Considerations: • Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. • Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. • Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. • Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. • Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice. Strategies: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of ratios, rates, and proportional relationships. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of ratios, rates, and proportional relationships as indicated by data reports. • Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed.

Action Step 1

Instructional curriculum implementing strategies stated above in the Math classrooms

Person or Persons Responsible

Math classroom teachers and Math Department Head

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Assure implementation of benchmark focused curriculum using the strategies listed above

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G3.B6.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G4. The Mathematics Middle School Acceleration goal for 2013-2014 is to increase the number of students participating in the Algebra I and Geometry courses from 94% to 95% which is a one percentage point gain.

G4.B1 The criterion for placement in the accelerated Mathematics program was based primarily upon the students' Level scores on the 2012 FCAT 2.0 Mathematics administration. Little attention was given FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the participation in the Middle School Mathematics Acceleration Program will increase from 94% to 95%

G4.B1.S1 . In order for the population of the accelerated classes to increase, the scores of the overall population must also increase. In order to facilitate these changes the following strategy will be implemented: Implementation of the iPrep Math Program

Action Step 1

Implementation of the iPrep Program with fidleity

Person or Persons Responsible

iPrep teachers and Math Department Head

Target Dates or Schedule

This is an ongoing process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. Additionally, any iPrep data produced showing student participation. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of iPrep curriculum in accordance with the district mandated strategies

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G4.B1.S2 In order for the population of the accelerated classes to increase, the scores of the overall population must also increase. In order to facilitate these changes the following strategy will be implemented: Before and After-School Remediation Program

Action Step 1

Development and implementation of tutoring program for "bubble" students, focusing on benchmark strategies.

Person or Persons Responsible

Math Department Head and tutoring instructors

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused curriculum using the strategies for remediation and intervention.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G4.B1.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G4.B1.S3 In order for the population of the accelerated classes to increase, the scores of the overall population must also increase. In order to facilitate these changes the following strategy will be implemented: Student Data chats, placing the onus for progress back on to the students themselves

Action Step 1

Student data chats will be held individually with all students, discussing past performance and future goals for Math achievement

Person or Persons Responsible

The Math classroom teacher and Math Department Head

Target Dates or Schedule

This is an on-going process, taking place after new assessment data becomes available.

Evidence of Completion

Data chat forms with student performance and future goals set by the student.

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Schedule dates for student data chats and provide school-wide conferencing forms

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

This will be on-going as new data becomes available

Evidence of Completion

Completed conference sheets and evidence of student meetings during classroom walk throughs.

Plan to Monitor Effectiveness of G4.B1.S3

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G5. In 2013, 53% of the students scored at Level 3 or above on the Algebra End-of-Course Assessment. Our goal for 2014 is 54%, which is an increase of one percentage point.

G5.B1 Student placement in the Algebra I classes was determined using data from the FCAT 2,0 Mathematics administration, The students' level of achievement was the data used, however, it has been determined that developmental scale scores (DSS) should also be a deciding factor as some students are at the lower range of Level 3 achievement. With more careful screening it is determined that the proficiency levels of students at Level 3 will increase from 53% to 54%.

G5.B1.S1 In addition to the use of student level data for Algebra I placement, further investigation into the actual Developmental Scores will take place. This will further determine the students who are at the "lower" end of the Level 3 group and require further consideration before placement in Algebra I

Action Step 1

Data disaggregation will take place to produce a list of students who are on the Level2/Level 3 "bubble"

Person or Persons Responsible

School-based Leadership Team, Math Department Head and School site Data Analyst

Target Dates or Schedule

This would take place at the end of the school year for the following year and at the beginning of the enw year for incoming students.

Evidence of Completion

Grade level lists of DSS scores for Math ranked from low to high, determining "bubble" students.

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

Completion of data disaggregation

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Review when new data becomes available.

Evidence of Completion

Updated lists as new data becomes available

Plan to Monitor Effectiveness of G5.B1.S1

Review updated data lists for Math students

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

As new data becomes available

Evidence of Completion

Updated student lists

G5.B2 Student who are successful and achieving at Level 4 or above demonstrate a need for intermittent review and remediation throughout the year. With the implementation of special "Algebra Boot Camps", Algebra I Level 4+ student achievement will rise from 33% to 34%

G5.B2.S1 Implementation of special Algebra Boot Camps to assist students and to prepare them for the end-of-Course Assessments.

Action Step 1

Students will be offered a 2-week "boot camp" in the both the Fall and the Spring in preparation for the End-of course Assessment

Person or Persons Responsible

Math Department Head and algebra/Geometry teachers

Target Dates or Schedule

2 weeks in the fall for Retake Assessment and in the spring for the spring EOC Assessment

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation and availability of "boot camp" for both Algebra I and Geometry

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

In both the Fall and spring as EOC approaches

Evidence of Completion

Schedule and sign-up forms for "boot camp" and curriculum/lesson plans. In addition, student work accomplished during the sessions.

Plan to Monitor Effectiveness of G5.B2.S1

Analyze data from progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G6. In 2013, 29% of the students scored at Level 3 or above on the Geometry End-of-Course Assessment. Our goal for 2014 is 29%, indicating only maintenance of current achievement.

G6.B1 Student who are successful and achieving Level 3 and Level 4 demonstrate a need for intermittent review and remediation throughout the year. With the implementation of special "Geometry Boot Camps", Geometry students scoring at Level 3 and Level 4 should be maintained.

G6.B1.S1 Implementation of special Geometry Boot Camps to assist students and to prepare them for the end-of-Course Assessments.

Action Step 1

Students will be offered a 2-week "boot camp" in the both the Fall and the Spring in preparation for the End-of course Assessment

Person or Persons Responsible

Department Head and Geometry teachers

Target Dates or Schedule

In both the Fall and the Spring.

Evidence of Completion

Students' responses to instruction such as word problems, remediation assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure development and participation in the Geometry "boot camp" in the spring

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

In the spring before EOC assessment begins

Evidence of Completion

Schedule and sign-up forms for "boot camp" and curriculum/lesson plans. In addition, student work accomplished during the sessions.

Plan to Monitor Effectiveness of G6.B1.S1

Analyzing available data for Geometry - Interim Assessments and teacher made benchmark assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a quarterly basis

Evidence of Completion

Interim Assessment and other benchmark assessments.

G7. In 2013, 29% students scored at Level 3 or above on the FCAT 2.0 in Science. Our goal for 2014 is 32%, which is an increase of three percentage points.

G7.B1 The data for the 2013 FCAT 2.0 Grade 8 Assessment demonstrated that students achieving at Level 3 proficiency were weakest in the Reporting Category: The Nature of Science. Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. With special attention paid to this Reporting Category, Level 3 eighth grade student achievement should increase from 29% to 32%.

G7.B1.S1 Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. To assist those that demonstrate difficulty with these skills, and strategies: Encourage students to communicate verbally (accountable talk) and in writing as they work through the scientific process. Examine and explore student misconceptions using formative assessment probes included in the Pacing Guides and Learning Village.

Action Step 1

Instructional curriculum implementing strategies stated above in the Science classrooms

Person or Persons Responsible

Science classroom teachers and Science Department Head

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G7.B1.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G7.B1.S2 Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. To assist those that demonstrate difficulty with these skills, and strategies: Provide classroom opportunities for students to design and develop science engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Nature of Science and other Reporting Categories. This is accomplished through events such as Science Fair, SECME and The Fairchild Challenge.

Action Step 1

Instructional curriculum implementing strategies stated above in the Science classrooms

Person or Persons Responsible

The Science teachers and Science Department Head

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Assure implementation of benchmark focused curriculum using the strategies listed above, and participation in the supportive extracurriucular activites.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G7.B1.S2

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Bernchmark Assessment

G7.B2 The data for the 2013 FCAT 2.0 Grade 8 Assessment demonstrated that students achieving at or above Level 4 proficiency were weakest in the Reporting Category: The Nature of Science. Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. With special attention paid to this Reporting Category, Level 4+ eighth grade student achievement should increase from 27% to 28%.

G7.B2.S1 To assist those that demonstrate difficulty with these skills, and strategies: • Ensure that all students have the opportunity to design, create and present representations and models of natural or manmade phenomena to describe, interpret, and/or predicted scientific concepts and processes, as delineated by the Common Core Standards. • Establish a plan and timeline for the development of students projects and increase the participation in Science competitions (i.e. SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.)

Action Step 1

Instructional curriculum implementing strategies stated above in the Science classrooms

Person or Persons Responsible

The Science teachers and the Science Department Head

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused curriculum using the strategies listed above

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

ON a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G7.B2.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership TEam

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G8. The STEM goal for 2013-2014 is to both increase student participation in STEM experiences at all grade levels and academic levels and to increase the number of opportunities available for students to participate in STEM experiences.

G8.B2 In order to engage students in the problem solving process, it will be necessary to increase the number of experiences in Project-Based Learning encouraged by STEM. During the 2013-2014 school year, it is projected that the number of STEM related activities offered to students will increase from 11 to 13.

G8.B2.S1 • Collaboration between all curricular departments, particularly Science and Math, will result in the creation of a plan and time for the development of student projects and increase participation in STEM competitions (i.e. SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Action Step 1

Interdepartmental collaboration to increase student knowledge and participation about STEM activities

Person or Persons Responsible

Science and Mathematics teachers

Target Dates or Schedule

This is an on-going process.

Evidence of Completion

Increased sign-up and participation in STEM events

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

Assure that all members of the Science and Math Departments are advising students of their STEM opportunities

Person or Persons Responsible

The School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Evidence in teacher lesson plans and also in student sign-up

Plan to Monitor Effectiveness of G8.B2.S1

Monitor the number of events that take place during the school year and the students who are participating in them.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Qaurterly

Evidence of Completion

Field trip forms, STEM event registrations, attendance at after-school STEM activity preparations.

G9. In 2013, 34% students scored at 70% or above on the Civics Baseline Benchmark Assessment. In 2014, 35% students scored at 70% or above on the BBA.Our goal for 2014 is 37% on the Spring EOC Civics, which is an increase of two percentage points.

G9.B1 Data gleaned from the Baseline and Interim data from 2013 demonstrated that initially student were deficient in all four reporting categories during the Baseline Assessment of 2012, however, the Spring administration shows that students made progress and became proficient in Reporting Category: Government Policies and Political Processes AND Reporting Category: Origins and Purposes of Law and Government. Assuming that the incoming 7th graders will experience the same difficulties the strategies listed below will be put into place:

G9.B1.S1 Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen

Action Step 1

Instructional curriculum implementing strategies stated above in the 7th grade Civics classrooms

Person or Persons Responsible

The Civics teachers and Social Studies Department Head

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Students' responses to instruction such as graphic organizers, textbook assignments and teacher created assessments. In addition, evidence of instructional intent is shown in lesson plans.

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

Assure implementation of benchmark focused curriculum using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Overview of students' work and recurrent classroom walk through. In addition, evidence of instructional intent is shown in lesson plans.

Plan to Monitor Effectiveness of G9.B1.S1

Analyze data from bi-weekly progress monitoring assessments

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Benchmark Assessments

G10. The Early Warning System goal for 2013-2014 is to identify at-risk students in enough time to provide appropriate intervention and support.

G10.B1 In order to decrease the number of students who miss 10% or more of instructional time, Grade Level Teams will monitor attendance and tardies. As tardies make-up a large portion of time missed from our students, we have established a "Tardy Tank" which records daily tardies and cross-references them with student absences. This will decrease the percentage of students in this category from 8% to 7%.

G10.B1.S1 Grade Level Teams will monitor attendance and tardies. Students will be presented with incentives for school attendance, including reward time, movies and/or field trips. At the end of each grading period students meeting the criteria originally established will be announced and receive their reward.

Action Step 1

Attendance reports will be run and checked to compile a list of students at risk

Person or Persons Responsible

TEAM Leaders and School-based Leadership Team

Target Dates or Schedule

This will be a ongoing process

Evidence of Completion

Attendance reports.

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

Assure implementation of attendance incentive program using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports, TEAM reports

Plan to Monitor Effectiveness of G10.B1.S1

Analyze data from bi-weekly attendance monitoring and update at risk lists.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Current and updated lists

G10.B1.S2 As tardies make-up a large portion of time missed from our students, we have established a "Tardy Tank" which records daily tardies and cross-references them with student absences. Recidivist students are them given consequences and if that fails to rectify the situation, TEAM meeting is called to meet with parents and school staff to determine intervention strategies.

Action Step 1

"Tardy Tank" will be manned daily and a comprehensive program of record-keeping and consequences for excessive tardies will be developed.

Person or Persons Responsible

TEAM Leaders, Counselors and SCSI personnel

Target Dates or Schedule

This is an on-going process.

Evidence of Completion

Current updated lists of students with excessive tardies.

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Assure that implementation of the strategies listed above are completed with fidelity

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Current and updated tardy list, with consequences and parent contacts noted.

Plan to Monitor Effectiveness of G10.B1.S2

Analyze data changes in the number of tardies for each grading period

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Current and updated lists showing decrease in the number of tardies

G10.B2 At the end of each grading period, students not making progress and in danger of failing courses are flagged by school counselors. Data is retrieved using Pinnacle Gradebook and students are counseled on strategies to improve their performance in their classes. Follow-up occurs at mid-year, which will assist in the reduction of student course failures from 18% to 17%.

G10.B2.S1 At the end of each grading period, students not making progress and in danger of failing courses are flagged by school counselors. Data is retrieved using Pinnacle Gradebook and students are counseled on strategies to improve their performance in their classes.

Action Step 1

Monitoring of student progress takes place at the end of each grading period. Counselors pull reports and meet with students in anger of failing.

Person or Persons Responsible

School Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Pinnacle Gradebook reports and record of student/counselor conferences.

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

Assure implementation of student progress monitoring using the strategies listed above.

Person or Persons Responsible

School-based Leadership Teal

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor records and academic reports from Pinnacle Gradebook

Plan to Monitor Effectiveness of G10.B2.S1

Analyze data and report to determine effect of strategies

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in number of students failing courses and requiring counseling

G10.B3 At the beginning of the school year all students are made aware of the Miami-Dade County Schools Code of Student Conduct. As part of the Beginning of School Student Information Packet, parents are urged to visit our website in order to become familiar with the code. If, even after this knowledge, students receive behavioral referrals they will initially meet with their counselor and, if necessary, an Assistant Principal. Quick enforcement will contribute to reduction of student referrals from 17% to 16%.

G10.B3.S1 Lower level infractions are dealt with by the counselors and teachers, who together create a plan for student improvement. Parents are contacted to inform them of the transgression and the necessary changes which were agreed upon. Repeated referrals presents cause to the scheduling of a TEAM meeting with all teachers involved with the student to determine if issues are focused in one area or wide-spread.

Action Step 1

Implementing strategies stated above throughout all grade levels

Person or Persons Responsible

School counselors, SCSI instructor, School-based Leadership Team, TEAM Leaders

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Counselor meeting data, Team meeting schedules

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

Assure implementation of student improvement plans using the strategies listed above.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student improvement plans developed with counselors

Plan to Monitor Effectiveness of G10.B3.S1

Review referral data available online

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of the number of students requiring referrals.

G10.B3.S2 More severe behaviors, such as truancy, theft, vandalism and insubordination are dealt with immediately by the administration, although counselors are often present during meetings. Conference with all students involved take place and appropriate consequences are applied in line with the Miami-Dade County Schools Code of Student Conduct. Only severe or recurring violations are moved to the more severe consequence of indoor or outdoor suspension.

Action Step 1

More acute infractions are dealt with immediately by administration. Intervention is rapid and a plan is developed to prevent recidivism.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Development of student behavior plans.

Plan to Monitor Fidelity of Implementation of G10.B3.S2

Follow-up with students committing severe infractions.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Student meetings with both counselors and administration.

Plan to Monitor Effectiveness of G10.B3.S2

Analyzing reports of students referrals and suspensions

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction in the number of referrals and suspensions on district reports

G11. The CTE goal is to increase student awareness of careers opportunities and educational options available to them.

G11.B1 Reduced enrollment has necessitated a reduction of elective courses, including those with a career focus.

G11.B1.S1 As we establish a new Magnet school, we find that we are partnering with Florida International University to provide our MAS students with an opportunity to view career options in the Arts. We are going to expand this to include many other areas of study, including Law, Medicine, Education and Hospitality.

Action Step 1

Schedule visits from members of various departments at Florida International University to share the career opportunities that are available to students.

Person or Persons Responsible

MAS Coordinator, School Counselors and School-based Leadership Team

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Assemblies and Career Visits from FIU staff and students

Action Step 2

Schedule visits from members of various departments at Florida International University to share the career opportunities that are available to students.

Person or Persons Responsible

MAS Coordinator, School Counselors and School-based Leadership Team

Target Dates or Schedule

This is an on-going process

Evidence of Completion

Assemblies and Career Visits from FIU staff and students

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

Assure scheduling of events throughout the school year

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

This will be reviewed quarterly

Evidence of Completion

Weekly school calendar and agenda from visits

Plan to Monitor Effectiveness of G11.B1.S1

Student attendance/FIU visits

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Calendars and attendance logs

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 money will be used to support a before/after school tutoring program for students who are at risk of scoring below proficiency on the Spring 2014 FCAT 2.0 Assessment.
Title III money will be used to fund a similar before/after school tutoring program to assist ELL students in both Math and Reading.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G3. In 2013, 61% students scored at Level 3 or above on the FCAT 2.0 in Mathematics. Our goal for 2014 is 72%, which is an increase of twelve percentage points.

G3.B2 Students in the other subgroups not attaining their 2012-2013 AMO (Hispanic, White,SWD, ED) range across all three grade levels (Grades 6-8). These students will have daily practice in reading, writing and solving word problems that are related to real world situations.The goal is to increase proficiency as follows: Hispanic: 61% to 72% White: 56% to 71% SWD: 35% to 51% ED: 58% to 69%

G3.B2.S2 Members of the Math Department will attend professional development to enhance their instructional techniques and compile strategies to assist students. This PD will be scheduled for a Department Meeting early in the school year. In addition, there will be implementation of grade level planning as an opportunity for teachers to plan and share best practices.

PD Opportunity 1

Professional Development and Collegial planning on a regular basis

Facilitator

Math Department Head

Participants

Members of the Math Department

Target Dates or Schedule

This is an ongoing process.

Evidence of Completion

Sign In sheet, minutes of meeting and reflection of collegiality in lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2013, 67% of the students scored at Level 3 or above on the FCAT 2.0 in Reading. Our goal for 2014 is 77 %, which is an increase of ten percentage points.	$1
G3.	In 2013, 61% students scored at Level 3 or above on the FCAT 2.0 in Mathematics. Our goal for 2014 is 72%, which is an increase of twelve percentage points.	$1
G4.	The Mathematics Middle School Acceleration goal for 2013-2014 is to increase the number of students participating in the Algebra I and Geometry courses from 94% to 95% which is a one percentage point gain.	$500
G7.	In 2013, 29% students scored at Level 3 or above on the FCAT 2.0 in Science. Our goal for 2014 is 32%, which is an increase of three percentage points.	$1,000
G10.	The Early Warning System goal for 2013-2014 is to identify at-risk students in enough time to provide appropriate intervention and support.	$500
	Total	$2,002

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Evidence-Based Materials	Other	Total
Title I	$2	$0	$0	$0	$2
	$0	$0	$0	$0	$0
School Advisory Committee	$500	$0	$0	$0	$500
School Advisory committee	$0	$0	$1,000	$0	$1,000
Parent Teacher Organization	$0	$0	$0	$500	$500
Total	$502	$0	$1,000	$500	$2,002

Budget Details

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

G1. In 2013, 67% of the students scored at Level 3 or above on the FCAT 2.0 in Reading. Our goal for 2014 is 77 %, which is an increase of ten percentage points.

G1.B6 Students in the lowest 25% making learning gains also displayed deficiency in the Reporting Category: Reading Application on the 2013 FCAT 2.0 Reading Assessment. These students also lack the experiences of focus on exemplar texts and the skills necessary to create deep comprehension about that text. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency (Level 3 or above) from 72% to 75%.

G1.B6.S2 A Before/After School Tutoring Program will be made available to students scoring in the lowest 25% on the 2013 FCAT 2.0 Reading Assessment.

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Resource Type

Personnel

Resource

Staff funding for Before/After School Care Tutoring Program

Funding Source

Title I

Amount Needed

$1

G1.B7 ELL Students have limited opportunity to listen and speak academic English outside the classroom. The goal for 2013-2014 is to increase the percentage of students demonstrating proficiency on the Listening and Speaking portion of the Spring 2014 CELLA Assessment from from 47% to 52%.

G1.B7.S2 Before and After School tutoring program will be made available to students who have been determined to require assistance based upon CELLA data.

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. In 2013, 61% students scored at Level 3 or above on the FCAT 2.0 in Mathematics. Our goal for 2014 is 72%, which is an increase of twelve percentage points.

G3.B1 The ELL subgroup did not make their 2012-2013 AMO. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. Student proficiency from 41% to 61% is projected.

G3.B1.S3 • The lowest performing students in all grade levels and subgroups. One hour or before- and after-school tutoring sessions taking place twice weekly will be offered to address student deficiencies

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B2 Students in the other subgroups not attaining their 2012-2013 AMO (Hispanic, White,SWD, ED) range across all three grade levels (Grades 6-8). These students will have daily practice in reading, writing and solving word problems that are related to real world situations.The goal is to increase proficiency as follows: Hispanic: 61% to 72% White: 56% to 71% SWD: 35% to 51% ED: 58% to 69%

G3.B2.S3 The lowest performing students in all grade levels and subgroups. One hour or before- and after-school tutoring sessions taking place twice weekly will be offered to address student deficiencies.

Action Step 1

Focused benchmark instruction in weak areas during before and after school care tutoring program.

Resource Type

Personnel

Resource

Staff funding for Before/After School Care Tutoring Program

Funding Source

Title I

Amount Needed

$1

G4. The Mathematics Middle School Acceleration goal for 2013-2014 is to increase the number of students participating in the Algebra I and Geometry courses from 94% to 95% which is a one percentage point gain.

G4.B1 The criterion for placement in the accelerated Mathematics program was based primarily upon the students' Level scores on the 2012 FCAT 2.0 Mathematics administration. Little attention was given FCAT Developmental Scores or to student achievement at the classroom level, demonstrated by student grades. It is predicted that by incorporating these factors the participation in the Middle School Mathematics Acceleration Program will increase from 94% to 95%

G4.B1.S2 In order for the population of the accelerated classes to increase, the scores of the overall population must also increase. In order to facilitate these changes the following strategy will be implemented: Before and After-School Remediation Program

Action Step 1

Development and implementation of tutoring program for "bubble" students, focusing on benchmark strategies.

Resource Type

Personnel

Resource

Staff funding for Before/After School Care Tutoring Program

Funding Source

School Advisory Committee

Amount Needed

$500

G7. In 2013, 29% students scored at Level 3 or above on the FCAT 2.0 in Science. Our goal for 2014 is 32%, which is an increase of three percentage points.

G7.B1 The data for the 2013 FCAT 2.0 Grade 8 Assessment demonstrated that students achieving at Level 3 proficiency were weakest in the Reporting Category: The Nature of Science. Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. With special attention paid to this Reporting Category, Level 3 eighth grade student achievement should increase from 29% to 32%.

G7.B1.S2 Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. To assist those that demonstrate difficulty with these skills, and strategies: Provide classroom opportunities for students to design and develop science engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Nature of Science and other Reporting Categories. This is accomplished through events such as Science Fair, SECME and The Fairchild Challenge.

Action Step 1

Instructional curriculum implementing strategies stated above in the Science classrooms

Resource Type

Evidence-Based Materials

Resource

Materials and Fees for instruction and competitions

Funding Source

School Advisory committee

Amount Needed

$500

G7.B2 The data for the 2013 FCAT 2.0 Grade 8 Assessment demonstrated that students achieving at or above Level 4 proficiency were weakest in the Reporting Category: The Nature of Science. Students performing at the mastery level of this reporting category will generally be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws. With special attention paid to this Reporting Category, Level 4+ eighth grade student achievement should increase from 27% to 28%.

G7.B2.S1 To assist those that demonstrate difficulty with these skills, and strategies: • Ensure that all students have the opportunity to design, create and present representations and models of natural or manmade phenomena to describe, interpret, and/or predicted scientific concepts and processes, as delineated by the Common Core Standards. • Establish a plan and timeline for the development of students projects and increase the participation in Science competitions (i.e. SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.)

Action Step 1

Instructional curriculum implementing strategies stated above in the Science classrooms

Resource Type

Evidence-Based Materials

Resource

Staff funding for Before/After School Care Tutoring Program

Funding Source

School Advisory Committee

Amount Needed

$500

G10. The Early Warning System goal for 2013-2014 is to identify at-risk students in enough time to provide appropriate intervention and support.

G10.B1 In order to decrease the number of students who miss 10% or more of instructional time, Grade Level Teams will monitor attendance and tardies. As tardies make-up a large portion of time missed from our students, we have established a "Tardy Tank" which records daily tardies and cross-references them with student absences. This will decrease the percentage of students in this category from 8% to 7%.

G10.B1.S1 Grade Level Teams will monitor attendance and tardies. Students will be presented with incentives for school attendance, including reward time, movies and/or field trips. At the end of each grading period students meeting the criteria originally established will be announced and receive their reward.

Action Step 1

Attendance reports will be run and checked to compile a list of students at risk

Resource Type

Other

Resource

Incentive Materials for use by TEAM leaders and School-Based Leadership Team

Funding Source

Parent Teacher Organization

Amount Needed

$500