



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy Middle School Of International Studies

795 NW 32ND ST

Miami, FL 33127

305-634-0445

<http://www.materacademyis.com/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center No	Charter School Yes	Minority Rate 100%

School Grades History

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

Mater Acad Middle School Internat Studies

Principal

Ileana Melian/ Roberto Blanch (Board Chair)

School Advisory Council chair

Elizabeth Sauri

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

Name	Title
Ileana Melin	Principal
Olga Camarena	Assistant Principal
Christopher Plantada	Assistant Principal
Tannia Rodriguez	Reacing Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Assistant Principal – 2, teachers – 5, Alternate Teachers – 2, Parents – 5, Alternate Parent – 1, Educational Support – 1, Student – 1, Alternate Student – 1, Business/Community Representative - 2

Involvement of the SAC in the development of the SIP

The SAC is an integral part of the development of the School Improvement Plan. Throughout the school year, data is reviewed and adjustments are made if necessary which are discussed and approved at the SAC meetings. Input is received from stakeholders of the SAC for any changes in the School Improvement Plan for the following school year.

Activities of the SAC for the upcoming school year

- Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis

- Discuss school-wide decisions and projects
- Develop strategies to address school-wide needs and areas of improvement.

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

SAC funds will be used to purchase Connect Ed program \$1000.00

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:

Ileana Melian/ Roberto Blanch (Board Chair)

Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

BS - Childhood Education (PreK-6) from Florida International University

MS - Elementary Education, Certification in Educational Leadership K-12 from Nova Southeastern University.

Performance Record

2013- No Data Available: Principal at Mater Mount Sinai

2012- No Data Available: Administrator was the SES Director

2011- No Data Available: Administrator was the SES Director

2010- No Data Available: Administrator was the SES Director

2009- No Data Available: Administrator was the SES Director

Olga Camarena

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

BS - Elementary Education (K-6) from Florida International University; MS - in Special Programs Administration from Nova Southeastern University; Certified in Educational Leadership from Nova Southeastern University.

Performance Record

2013: MAIS Assistant Principal

School Grade: A

Rdg. Proficiency: 73%

Math Proficiency: 64%

Rdg. Lrg. Gains: 85points

Math Lrg. Gains: 74 points

Rdg. Imp. of Lowest 25%: 98 points

Math Imp. of Lowest 25%: 52 points

Rdg. AMO: 54

Math AMO: 61

2012: Mater Gardens Assistant Principal

School grade: A

AYP: NO

High standards reading: 75%

High standards math: 76%

Learning gains reading: 66%

Learning gains math: 75%

Gains- reading- lowest 25%: 59%

Gains- math- lowest 25%: 65%

2011: Mater Gardens Assistant Principal

School grade: A

AYP: NO

High standards reading: 81%

High standards math: 87%

Learning gains reading: 70%

Learning gains math: 74%

Gains- reading- lowest: 63%

Gains- math- lowest: 85%

2010: Mater Gardens Assistant Principal

School grade: A

AYP: NO

High standards reading: 84%

High standards math: 86%

Learning gains reading: 76%

Learning gains math: 80%

Gains- reading- lowest: 57%

Gains- math- lowest: 63%

2009: Gibson Principal

No Data- Not enough students

Christopher Plantada

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

B.A. Psychology, Loyola University New Orleans;
 M.S. Educational Leadership, Nova Southeastern University;
 Certification in Educational Leadership K-12

Performance Record

2013 School Grade: A
 Rdg. Proficiency: 65%
 Math Proficiency: 77%
 Rdg. Lrg. Gains: 65 points
 Math Lrg. Gains: 82 points
 Rdg. Imp. of Lowest 25%: 77 points
 Math Imp. of Lowest 25%: 81 points
 Rdg. AMO: Yes
 Math AMO: Yes

2012
 School Grade A
 AYP: N
 High Standards Reading 62
 High Standards Math 55
 Learning Gains - Reading 73
 Learning Gains – Math 74
 Gains – Reading – 25% 73
 Gains – Math – 25% 83

2011
 School Grade: B
 AYP: N
 High Standards Reading: 76
 High Standards Math: 62
 Learning Gains - Reading: 65
 Learning Gains – Math: 56
 Gains – Reading – 25%: 65
 Gains – Math – 25%: 56

2010
 School Grade: A
 AYP: N
 High Standards Reading: 73
 High Standards Math: 69
 Learning Gains - Reading: 70
 Learning Gains – Math: 67
 Gains – Reading – 25%: 69
 Gains – Math – 25%: 65

2009
 School Grade: A
 AYP: N
 High Standards Reading: 71
 High Standards Math: 71
 Learning Gains - Reading: 77
 Learning Gains – Math: 76

Gains – Reading – 25%: 75
 Gains – Math – 25%: 77

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tannia Rodriguez

Full-time / School-based

Years as Coach: 3

Years at Current School: 5

Areas

Reading/Literacy

Credentials

B.S. - Elementary Education (K-6) Florida International University
 M.A. Reading K-12
 Barry University

Performance Record

2013- School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% -
 77 points
 Math Imp. of Lowest 25% -
 81 points
 Rdg. AMO- Yes
 Math AMO- Yes

Classroom Teachers

of classroom teachers

8

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

8, 100%

ESOL endorsed

3, 38%

reading endorsed

3, 38%

with advanced degrees

1, 13%

National Board Certified

0, 0%

first-year teachers

2, 25%

with 1-5 years of experience

4, 50%

with 6-14 years of experience

2, 25%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

Highly Qualified

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs
5. Involve teachers in decision making process through Leadership teams.

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

Based on student data, classroom walk-through observations the administration team will identify classroom teachers who are successfully implementing the essential elements of reading, math, Science and social studies. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the

classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Mentor: Lourdes Geller Mentee: Eduardo Gonzalez

Rational for Pairing: Beginning teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

Mentor: Yahaira Mendoza Mentee: Tamara Millo

Rational for Pairing: New teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

Mentor: Tamara Millo Mentee: Ismael Gonzalez

Rational for Pairing: Beginning teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

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

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

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

The MTSS Leadership Team 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. Holding regular team meetings where problem solving is the sole focus.
2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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. 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. Tier 2 problem solving meetings occur monthly 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 (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Principal – Ileana Melian

Assistant Principal – Olga Camarena

Assistant Principal – Christopher Plantada

SPED Program Specialist – Cristina Carmona

Reading Coach – Tannia Rodriguez

Principal: Provides a common vision for the use of data-based decision making and ensures that the school based team is implementing the Rtl, ensures adequate professional development to support implementation.

Assistant Principal: Conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, communicates with parents regarding school –based Rtl plans and activities.

Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of MTSS Rtl.

Reading Coach: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 Interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

SPED Program Specialist: Provides assistance to general education teachers to implement accommodations and strategies for children with exceptional needs or “at-risk”. Consults monthly with teachers, administrators, and students.

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

The school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS Rtl Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This on-going process involves the active participation of each MTSS RTI team member and other schools stakeholders. Data will be used to guide instructional decisions and system procedures for all students to:

1. Adjust the delivery of curriculum and instruction to meet the specific needs of students
2. Adjust the delivery of behavior management system
3. Adjust the allocation of school based resources
4. Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions.

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

School data will be used to guide the MTSS Rtl and instructional decision-making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. The following Academic monitoring and management systems will be used throughout the year.

Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for progress monitoring students throughout the year aswell. iReady utilization and detailed Progress Reports, FCAT data is provided by the state and widely used to steer instructional decisions school wide as it pertains to grades 6th-8th grades. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Mathematics: The Baseline Assessment data and District Interim Assessment data is managed through Edusoft. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Science: Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis. Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and discussed at grade level meetings with the Reading Coach and Administration. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Writing: The writing process and student growth are monitored by the classroom teacher on a weekly basis through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed. Monthly Writing Prompts are administered and the data collected is used to make instructional adjustments. The FCAT writing data provided by the state for students in 8th grade is widely used to steer instructional decisions.

Behavior: Student behavior is managed at the classroom level through the teacher established behavior management system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- EasyCBM
- STAR reading assessment
- iReady Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

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

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

The MTSS Rtl team will evaluate the staff's professional development needs and work in conjunction with the Administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, training on how to systematically monitor progress, graph and use data will be provided by the Reading Coach and ESE Program Specialist to assist teachers in prescribing the right intensity of intervention at the classroom level.

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 4,200

The Mater Academy Middle of International Studies Tutoring Program meets twice a week for 60 minutes. The program targets the lowest 25th percentile students in 6th-8th grade and runs for 28 weeks during the school year. In addition, 8th graders will receive 15 additional tutoring sessions (1 hour each).

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

Who is responsible for monitoring implementation of this strategy?

Tannia Rodriguez

Strategy: Weekend Program**Minutes added to school year:** 1,200

The Saturday Academy meets once a week on Saturdays for ten weeks. Students receive focused FCAT strategy lessons in the areas of Reading, Math, Writing (8th grade only) and Science (8th grade only).

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

Who is responsible for monitoring implementation of this strategy?

Tannia Rodriguez

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

Name	Title
Ileana Melian	Principal
Olga Camarena	Assistant Principal

Name	Title
Christopher Plantada	Assistant Plantada
Tannia Rodriguez	Reading Coach
Miriam Eguigire	Media Specialist
Tamara Millo	Genral Ed. Teacher

How the school-based LLT functions

Principal: Selection of team members within the LLT; ensuring members are highly qualified. Reinforces the positive and convincing students, parents and teachers that all children can learn and improve academically. Promote the school's common vision in promoting literacy development.

Assistant Principals: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Reading Instructional Leader: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Grade Level Chairperson: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Media Specialist: Assists in promoting literacy, exposing children to different genres and literary strategies. She works with the Literacy Leadership Team in working with students on reading software.

The LLT team will meet monthly to:

1. Gather and analyze data at all Tiers to determine areas of focus in order to provide professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
2. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Develop lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text-dependent questions.
4. Develop lessons that provide students with opportunities for research and incorporate writing throughout.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Major initiatives of the LLT

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

In addition, the LLC will promote the continued implementation of Reading initiatives such as Achieve 3000 and Accelerated Reader that are created to motivate students to read as well as to promote literacy throughout the school. In addition this team will:

- Initiate a school-wide instructional focus calendar that incorporates reading strategies and best practices from evidence based research to be taught in every content area.
- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with Accelerated Reader to encourage and motivate students to read independently.
- Implementing reading intervention programs through Voyager and iReady
- Host a Scholastic Book Fair to promote literacy
- Host a school-wide literacy night (Reading Under the Stars)
- Monitor and implement literacy software programs
- Facilitate the use of the media center as a location to indulge in reading activities

Every Teacher Contributes to Reading Instruction

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

In order to ensure that every teacher contributes to reading improvement, the school offers a variety of professional development opportunities. In some cases, the reading coach will train teachers on how to use reading strategies in the content areas, use valuable resources and student software (I.e., Achieve 3000, FCAT Explorer, etc.), and incorporate writing and literacy activities throughout their instruction. The coach will also use the coaching model to make observations, provide feedback and modeling to teachers who need assistance. Monthly data chats will be used as valuable tool in guiding teachers to the areas of weaknesses to tackle within their classrooms.

College and Career Readiness

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

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

The teachers at Mater Academy of International Studies work diligently to connect the curriculum to real-world experiences. Among these examples, teachers strive to engage and expose students to careers that entail aspects of the curriculum in their daily responsibilities and roles. Teachers invite community members to share information about their careers. Students are also exposed to different Colleges and Universities at a young age so students are informed and begin to establish long-term goals for themselves.

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

Mater Academy of International Studies promotes academic and career planning by organizing a day dedicated to different career. Community professionals from a variety of careers volunteer their time to share what they do with the students at our school. Students have the opportunity to interact with professionals from areas of their own individual interests and also share discussions and ask questions that relate to the tasks and responsibilities within that career.

Strategies for improving student readiness for the public postsecondary level

The Achieve 3000 software program our students utilize has a career component called the Career Center. The Career Center includes a list of career categories for students to explore. The students can expand the list to see the individual careers that may interest them. The program allows children to

search information on their favorite careers. The information includes a description and responsibilities of the selected career and also includes the educational requirements for that career. Career and current Lexile scores are compared so students know how many Lexile levels they are away from reaching their career goals.

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	64%	73%	Yes	68%
American Indian				
Asian				
Black/African American	53%	85%	Yes	58%
Hispanic	65%	69%	Yes	69%
White				
English language learners	60%	50%	Yes	64%
Students with disabilities				
Economically disadvantaged	65%	72%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	41%	43%
Students scoring at or above Achievement Level 4	41	32%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		85%	87%
Students in lowest 25% making learning gains (FCAT 2.0)		98%	98%

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)	15	94%	95%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		60%

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	32	68%	71%
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	58%	64%	Yes	63%
American Indian				
Asian				
Black/African American	53%	80%	Yes	58%
Hispanic	58%	60%	Yes	62%
White				
English language learners	41%	38%	No	47%
Students with disabilities				
Economically disadvantaged	56%	64%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	31%	36%
Students scoring at or above Achievement Level 4	24	25%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		86%	87%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	55%	56%
Students scoring at or above Achievement Level 4	10	30%	31%

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	23	49%	52%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		7%

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

Area 6: Career and Technical Education (CTE)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	2%	1%
Students who fail a mathematics course	4	3%	2%
Students who fail an English Language Arts course	3	2%	1%
Students who fail two or more courses in any subject	4	3%	2%
Students who receive two or more behavior referrals	10	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	4%	3%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Mater Academy of International Studies is a Title I school. Please refer to the Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The Reading goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 Reading FCAT 2.0 at 73%.
- G2.** The Writing goal for the 2013-2014 school year is to increase by 3 percentage points, to 71%, the number of students scoring a 3.5 or higher on the 2014 FCAT Writing Assessment.
- G3.** The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 FCAT 2.0 Math at 64%.
- G4.** The Middle School Math Acceleration goal for the 2013-2014 school year is to maintain or increase the number of students participating in accelerated courses. Middle school performance on high school EOC will increase by 1 percentage point to 87%.
- G5.** The number of students scoring proficient on the Algebra 1 EOC will increase by 1 percentage point.
- G6.** The Science goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 FCAT Science 2.0 from 55% to 59%.
- G7.** Increase the number of STEM related experiences provided to students.
- G8.** Increase the number of students enrolling in Career and Technical Education courses
- G9.** Our Civics goal for the 2013-2014 school year is to have 75% of students at proficiency on the Civics End of Course assessment.
- G10.** Early Warning System Indicators (absences, failed courses, GPA, behavioral referrals) will decrease in the 2013-2014 school year.

Goals Detail

G1. The Reading goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 Reading FCAT 2.0 at 73%.

Targets Supported

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

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Reading FCAT 2.0, 41% of our students scored at a Level 3. The areas with the lowest performance for these students were Reporting Category 1, Vocabulary and Category 2 Reading Application.
- According to the results of the 2013 Reading FCAT 2.0, 32% of our students scored at a Level 4. The area with the lowest performance for these students was Reporting Category 2, Reading Application.
- According to the results of the 2013 Reading FCAT 2.0, 85% of our students made learning gains. The target for 2014 is to have 87% of students making learning gains. The areas of deficiency were Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.
- According to the results of the 2013 Reading FCAT 2.0, 98% of the students in the Lowest 25th percentile made learning gains. The target for 2014 is to maintain or surpass 98%. In order to do so, the school hopes to increase parent involvement and access to technology.
- According to the Results of the 2013 CELLA, 94% of the students were proficient in the area of Listening/Speaking. Our target for 2014 is 95%. Students lack exposure to spoken English.
- According to the Results of the 2013 CELLA, 31% of the students were proficient in the area of Reading. Our target for 2014 is 38%. Students lack fluency and vocabulary development, which keeps them from comprehending grade level texts.
- According to the Results of the 2013 CELLA, 56% of the students were proficient in the area of Writing. Our target for 2014 is 60%. Students demonstrated deficiencies writing at grade level and had a difficult time spelling and composing grammatically correct sentences.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

CELLA, Formative and Summative assessment, FAIR, Reading Plus, Achieve 3000

G2. The Writing goal for the 2013-2014 school year is to increase by 3 percentage points, to 71%, the number of students scoring a 3.5 or higher on the 2014 FCAT Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the students' performance, the areas of deficiency were Supporting Details, Vocabulary, and Grammar/English conventions.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: Observations by administrators, Baseline Writing Exam, Mid-Year Writing Exam, Lesson Plan Check, Writing Portfolio Summative Assessments: 2014 Writing FCAT 2.0

G3. The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 FCAT 2.0 Math at 64%.

Targets Supported

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

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Students in the ELL subgroup scoring at or above Level 3 on FCAT 2.0 Math assessments will increase by 9 percentage points to 47%. Our deficiency as reflected on the 2013 FCAT Math was in Reporting Category 3: Geometry and Measurement
- Students scoring at Achievement Level 3 on the 2014 FCAT 2.0 Math will increase by 5 percentage points to 36%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of FCAT 2.0 Math was Reporting Category 3: Geometry and Measurement.
- Students scoring at or above Achievement Level 4 or higher on the 2014 FCAT 2.0 Math will increase by 2 percentage point to 27%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of FCAT Math Test was Reporting Category 3: Geometry and Measurement.
- Students making learning gains on the 2014 FCAT 2.0 Math will increase by 3 percentage points to 77%. The area deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category 3: Geometry and Measurement.
- Students in lowest 25% making learning gains on the 2014 FCAT 2.0 Math will increase by 5 percentage points to 57%. The area deficiency as noted on the 2013 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G4. The Middle School Math Acceleration goal for the 2013-2014 school year is to maintain or increase the number of students participating in accelerated courses. Middle school performance on high school EOC will increase by 1 percentage point to 87%.

Targets Supported

- Math (Elementary and Middle School, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012-2013 Algebra 1 EOC was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000, Carnegie, Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G5. The number of students scoring proficient on the Algebra 1 EOC will increase by 1 percentage point.

Targets Supported

- Math (Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 will increase by 1 percentage point to 56%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 2, Polynomials.
- Students scoring at or above Achievement Level 4 or higher will increase by 1 percentage point to 31%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 3; rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: 2014 Algebra 1 EOC

G6. The Science goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 FCAT Science 2.0 from 55% to 59%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 will increase by 3 percentage points to 52%.The area deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry based learning.
- Students scoring at or above Achievement Level 4 will increase by 1 percentage point to 7%.Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry based learning.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 FCAT Science 2.0

G7. Increase the number of STEM related experiences provided to students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Teachers are not trained in Science Fair learning instructional frameworks.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: Science and Math 2014 FCAT assessments.

G8. Increase the number of students enrolling in Career and Technical Education courses**Targets Supported**

- CTE

Resources Available to Support the Goal**Targeted Barriers to Achieving the Goal**

- Lack of student interest in CTE courses.
- Lack of teachers with the proper certification to teach CTE courses.

Plan to Monitor Progress Toward the Goal

Set up a committee of parents and teachers to help plan CTE Awareness month. Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers, Administration, Parents

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign in sheets, survey results

G9. Our Civics goal for the 2013-2014 school year is to have 75% of students at proficiency on the Civics End of Course assessment.**Targets Supported**

- Civics EOC

Resources Available to Support the Goal**Targeted Barriers to Achieving the Goal**

- Students scoring proficient on the District Civics Baseline Assessment was 0%.

Plan to Monitor Progress Toward the Goal

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 Civics EOC assessment

G10. Early Warning System Indicators (absences, failed courses, GPA, behavioral referrals) will decrease in the 2013-2014 school year.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of available instructional time will decrease from 2% to 1%. The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.
- Students failing courses will decrease from 3% to 2% in Math, 2% to 1% in English, and 3% to 2% for students failing more than 2 courses.
- Students who receive two or more behavioral referrals will decrease from 8% to 7%. Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. will decrease by 1 percentage point from 4% to 3%. Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

The MTSS/RTI team will monitor attendance records, student grades, and behavior referrals and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTSS Team, Administrators and Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Attendance Records, Student Grades, Behavior Referrals, Student and parent conferences recorded in ISIS

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The Reading goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 Reading FCAT 2.0 at 73%.

G1.B1 According to the results of the 2013 Reading FCAT 2.0, 41% of our students scored at a Level 3. The areas with the lowest performance for these students were Reporting Category 1, Vocabulary and Category 2 Reading Application.

G1.B1.S1 Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will use instructional strategies that include: o Reciprocal teaching; o Close Reading o Opinion proofs; o Question-and-answer relationships; o Note-taking skills; o Summarization skills; o Dictionary use o Word Detective/Clues Detective(finding evidence to respond to text based questions) o Own the word activities (search the word, know it, use it, draw, it) o Questioning the author; and o Encouraging students to read from a wide variety of texts.

Action Step 1

Implementation of the strategies on a daily basis

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walkthroughs, Data from Interim Assessments and other programs being used at the school.

Action Step 2

All teachers in our school will be trained on CRISS strategies by the reading coach who is well versed in CRISS strategies. The teachers will receive resources and practice using the strategies in this professional development opportunity.

Person or Persons Responsible

School-wide

Target Dates or Schedule

Early release/ teacher planning day

Evidence of Completion

Professional Development evaluation Follow-Up activity

Facilitator:

Reading Coach

Participants:

School-wide

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B2 According to the results of the 2013 Reading FCAT 2.0, 32% of our students scored at a Level 4. The area with the lowest performance for these students was Reporting Category 2, Reading Application.

G1.B2.S1 Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will use instructional strategies that include: o Reciprocal teaching; o Close Reading o Opinion proofs; o Question-and-answer relationships; o Note-taking skills; o Summarization skills; o Dictionary use o Word Detective/Clues Detective(finding evidence to respond to text based questions) o Own the word activities (search the word, know it, use it, draw, it) o Questioning the author; and o Encouraging students to read from a wide variety of texts.

Action Step 1

Implementation of the strategies on a daily basis

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walkthroughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B3 According to the results of the 2013 Reading FCAT 2.0, 85% of our students made learning gains. The target for 2014 is to have 87% of students making learning gains. The areas of deficiency were Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.

G1.B3.S1 Students will create vocabulary maps, personal dictionaries, and build word walls prior to starting a new lesson or story. Students will work in small groups to encourage the use of newly learned vocabulary through guided discussions. Cooperative Learning activities using CRISS strategies and add Common Core Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 1

During Grade level meetings teachers will collaborate to discuss with the Reading coach and leadership teams the students' ongoing progress and effectiveness of strategies in expanding students' use and understanding of new vocabulary and their ability to identify the main idea and details in varied texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade level meeting minutes/agenda, meeting sign in sheets, classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from I-Ready Diagnostic Reading, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B4 According to the results of the 2013 Reading FCAT 2.0, 98% of the students in the Lowest 25th percentile made learning gains. The target for 2014 is to maintain or surpass 98%. In order to do so, the school hopes to increase parent involvement and access to technology.

G1.B4.S1 We plan to create activities and literacy parent workshops to involve parents in the learning process. We will provide information about the public libraries where students may use technology. There will be space and time for students that need to use school computers before and after school. In that way students will be able to use reading programs to enhance their reading and language abilities such as Reading Plus and Achieve 3000.

Action Step 1

1. Organize and plan parent workshops, 2. Create information brochures, 3. Call parents of targeted students to inform them about community & school resources, 4. Allocate space, time, and resources before and after school for students to use technology in the school setting 5. Tutoring programs before and after school

Person or Persons Responsible

Classroom Teachers, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agendas, handouts and brochures, Power Point presentations, tutoring rosters

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

G1.B5 According to the Results of the 2013 CELLA, 94% of the students were proficient in the area of Listening/Speaking. Our target for 2014 is 95%. Students lack exposure to spoken English.

G1.B5.S1 Facilitate literary circles and small groups heterogeneously organized where ELL students interact with English speakers. Peer support programs organized by class/subject. Parent workshops to train them in the different resources available in the community for accelerating the language acquisition process. Facilitate online programs for developing listening skills. Create favorable environments where ELLs feel comfortable to produce. Develop learning environments where diversity is celebrated and students feel they belong to.

Action Step 1

TPR, Realia, visual aids, repetition, non-verbal cues, debates/discussions, culturally enhanced learning environments are some strategies that have to be implemented in classes with ELLs daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walkthroughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, Formative and Summative assessment, FAIR, Reading Plus, Achieve 3000

Plan to Monitor Effectiveness of G1.B5.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, Formative and Summative assessment, FAIR, Reading Plus, Achieve 3000

G1.B6 According to the Results of the 2013 CELLA, 31% of the students were proficient in the area of Reading. Our target for 2014 is 38%. Students lack fluency and vocabulary development, which keeps them from comprehending grade level texts.

G1.B6.S1 Students will create vocabulary maps, personal dictionaries, and build word walls prior to starting a new lesson or story. Students will work in small groups to encourage the use of newly learned vocabulary through guided discussions. Cooperative Learning activities using CRISS strategies and Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. ESOL strategies will be implemented in each class emphasizing on TPR, close reading, AUDIO BOOKS, read and tell, visual aids, marking the text, taking notes, graphic organizers, making connections, dramatization, repetition, realia, non-verbal cues. Tutoring, teacher-student conference, interventions (Voyager)

Action Step 1

Training subject area teachers in ESOL strategies, include strategies in lesson plans, daily implementation of strategies, feedback and analysis of data. PMP development, Rtl if needed. Establishment of a tutoring program for ELLs.

Person or Persons Responsible

Teachers, Administrators, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walkthroughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, Reports from I- Ready, District Interim Assessments. Summative Assessments: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, FAIR, FCAT, READING PLUS, ACHIEVE 3000

G1.B7 According to the Results of the 2013 CELLA, 56% of the students were proficient in the area of Writing. Our target for 2014 is 60%. Students demonstrated deficiencies writing at grade level and had a difficult time spelling and composing grammatically correct sentences.

G1.B7.S1 Increase the grammar instruction time in ESOL courses, modeling, including writing portions in each lesson, responding to reading through writing, school wide bell ringer activity, writing workshops that target ELL students, peer support, visual aids, writing contests.

Action Step 1

Implementation of strategies in daily lesson plans. Increase the number of resources such as grammar workbooks and computer based programs including Achieve 3000, iReady, and Voyager.

Person or Persons Responsible

Teachers, Administrators, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walkthroughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, Formative and Summative assessment, FAIR, Reading Plus, Achieve 3000

Plan to Monitor Effectiveness of G1.B7.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, Formative and Summative assessment, FAIR, Reading Plus, Achieve 3000

G2. The Writing goal for the 2013-2014 school year is to increase by 3 percentage points, to 71%, the number of students scoring a 3.5 or higher on the 2014 FCAT Writing Assessment.

G2.B1 According to the students' performance, the areas of deficiency were Supporting Details, Vocabulary, and Grammar/English conventions.

G2.B1.S1 Teaching through the Writing Process, writing workshops and teacher/student conferences to get feedback and plan for improving writing skills, incorporating weekly grammar instruction emphasizing on sentence structure, vocabulary, and spelling, including a grammar program with workbook for students' training, after school writing tutoring, peer support, WRITING PROTFOLOS, auto evaluation, writing contests, school wide writing prompt, school wide bell ringer (writing activity), exploring writing pieces for evaluation

Action Step 1

Weekly writing workshops addressing specific content focus, monthly teacher-student conferences including individual reports, grammar lessons, infusing a variety of vocabulary at and above grade level into subject area instruction, bell ringer writing activity in each subject every day, include writing activities in all subjects, writing contests, pair students for evaluation, technology to promote writing skills, Achieve 3000, And class blogs.

Person or Persons Responsible

Classroom Teachers, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walkthroughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Observations by administrators, Baseline Writing Exam, Mid-Year Writing Exam, Lesson Plan Check, Writing Portfolio Summative Assessments: 2014 Writing FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

The MTTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Observations by administrators, Baseline Writing Exam, Mid-Year Writing Exam, Lesson Plan Check, Writing Portfolio Summative Assessments: 2014 Writing FCAT 2.0

G3. The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 FCAT 2.0 Math at 64%.

G3.B1 Students in the ELL subgroup scoring at or above Level 3 on FCAT 2.0 Math assessments will increase by 9 percentage points to 47%. Our deficiency as reflected on the 2013 FCAT Math was in Reporting Category 3: Geometry and Measurement

G3.B1.S1 •Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area.
 •Engage students in activities to use technology that includes visual stimuli to develop conceptual understanding of numbers (Carnegie, Mathletics) •Provide grade level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area

Action Step 1

During Grade level meetings teachers will collaborate to discuss with the Math leader and leadership teams the students' ongoing progress and effectiveness of strategies in expanding students' use and understanding of new math concepts. Review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade level meeting minutes/agenda, sign in sheet, data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

Plan to Monitor Effectiveness of G3.B1.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G3.B2 Students scoring at Achievement Level 3 on the 2014 FCAT 2.0 Math will increase by 5 percentage points to 36%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of FCAT 2.0 Math was Reporting Category 3: Geometry and Measurement.

G3.B2.S1 •Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area. •Engage students in activities to use technology that includes visual stimuli to develop conceptual understanding of numbers (Carnegie, Mathletics) •Provide grade level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area

Action Step 1

During Grade level meetings teachers will collaborate to discuss with the Math leader and leadership teams the students' ongoing progress and effectiveness of strategies in expanding students' use and understanding of new math concepts. Review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

Plan to Monitor Effectiveness of G3.B2.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G3.B3 Students scoring at or above Achievement Level 4 or higher on the 2014 FCAT 2.0 Math will increase by 2 percentage point to 27%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of FCAT Math Test was Reporting Category 3: Geometry and Measurement.

G3.B3.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of 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 area of geometry and measurement.

Action Step 1

Utilize supplemental materials such as Carnegie Learning Online and Mathletics to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems (Exemplary problem), after-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

Facilitator:

Tannia Rodriguez (School site contact) and TBA (Mathletics Rep)

Participants:

All Math and Intensive Math Teachers

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

Plan to Monitor Effectiveness of G3.B3.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G3.B4 Students making learning gains on the 2014 FCAT 2.0 Math will increase by 3 percentage points to 77%. The area deficiency as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category 3: Geometry and Measurement.

G3.B4.S1 •Math focus walls, word walls and math journals for students to explain their thinking process in problem solving •Targeted differentiated instruction based on interim data and progress monitoring •After school care tutoring using Common Core Standards •Carnegie and Mathletics programs used to increase fluency and provide additional differentiated support •Differentiated classroom instruction •Manipulatives used frequently to enable students to move from concrete to abstract operations

Action Step 1

During Grade level meetings teachers will collaborate to discuss with the Math leader and leadership teams the students' ongoing progress and effectiveness of strategies in expanding students' use and understanding of new math concepts. Review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

Plan to Monitor Effectiveness of G3.B4.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G3.B5 Students in lowest 25% making learning gains on the 2014 FCAT 2.0 Math will increase by 5 percentage points to 57%. The area deficiency as noted on the 2013 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement.

G3.B5.S1 Students will participate in various types of remediation and interventions in order to improve.

Action Step 1

- Provided after school tutoring on Thursdays 3.30 – 4.30 p.m. that focuses on Common Core standards and FCAT style questioning
- Develop mathematical fluency using Mathletics; use the evidence based software to provide intervention
- Manipulatives used to promote students mathematical understanding from concrete to abstract word problems
- Small group targeted instruction based on evidence gathered from interim assessment , classroom information and previous FCAT/SAT data.

Person or Persons Responsible

Teachers, Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

Plan to Monitor Effectiveness of G3.B5.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G4. The Middle School Math Acceleration goal for the 2013-2014 school year is to maintain or increase the number of students participating in accelerated courses. Middle school performance on high school EOC will increase by 1 percentage point to 87%.

G4.B1 The area of deficiency as noted on the 2012-2013 Algebra 1 EOC was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

G4.B1.S1 Align the Carnegie Math program and Spring Board Program to the Common Core Standards and the district Pacing Guides and allot additional time for reinforcement of polynomials.

Action Step 1

Utilize supplemental materials such as Carnegie and the National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

Plan to Monitor Effectiveness of G4.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: FCAT 2014 2.0 Mathematics assessment.

G5. The number of students scoring proficient on the Algebra 1 EOC will increase by 1 percentage point.

G5.B1 Students scoring at Achievement Level 3 will increase by 1 percentage point to 56%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 2, Polynomials.

G5.B1.S1 Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time for the reinforcement of polynomials.

Action Step 1

Provide opportunities for students to:

- Solve algebraic proportions in real-world and mathematical contexts.
- Solve real-world problems using quadratic equations.
- Perform set operations, such as union and intersection, complement, and cross product.
- Use Venn diagrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G5.B1.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: 2014 Algebra 1 EOC

G5.B2 Students scoring at or above Achievement Level 4 or higher will increase by 1 percentage point to 31%. The area of deficiency as noted on the 2013 administration of the Algebra I EOC Exam was Reporting Category 3; rationals, radicals, and quadratics.

G5.B2.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets. Provide students with additional enrichment activities from Carnegie Resource Center.

Action Step 1

Provide opportunities for students to: •Students will solve algebraic proportions in real-world and mathematical contexts. •Add, subtract, multiply, and divide radical expressions and simplify the results. •Solve real-world problems using quadratic equations. •Perform set operations, such as union and intersection, complement, and cross product. •Use Venn diagrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G5.B2.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Carnegie and Mathletics. Summative: 2014 Algebra 1 EOC

G6. The Science goal for the 2013-2014 school year is to increase the number of students scoring proficient on the 2014 FCAT Science 2.0 from 55% to 59%.

G6.B1 Students scoring at Achievement Level 3 will increase by 3 percentage points to 52%. The area deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry based learning.

G6.B1.S1 Provide a variety of hands on and technology based inquiry learning opportunities for students to analyze, draw appropriate conclusions, and apply instructional concepts through the experience of the scientific method. Students will also use technology through Gizmos

Action Step 1

- Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings, and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts.
- Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.
- Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, Discovery, PBS Learning Media, etc.)
- Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students (i.e. at grade level, intervention and enrichment groups.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G6.B1.S1

The MTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 FCAT Science 2.0

G6.B2 Students scoring at or above Achievement Level 4 will increase by 1 percentage point to 7%. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry based learning.

G6.B2.S1 Teachers will incorporate computer-based virtual simulations of science concepts that are not easily replicated in the classroom, through the use of Gizmos.

Action Step 1

- Establish a plan and timeline for the development of student projects and Ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).
- Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.
- Incorporate reading informational text regularly and Comprehension Instructional Sequence (CIS), quarterly, as delineated by Common Core Standards.
- Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G6.B2.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches as needed

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 FCAT Science 2.0

G7. Increase the number of STEM related experiences provided to students.

G7.B1 Teachers are not trained in Science Fair learning instructional frameworks.

G7.B1.S1 Provide students with increased opportunities for authentic hands-on activities that integrate Science, Technology, Engineering, and Mathematics.

Action Step 1

Provide opportunities for students to : • Participate in school and district wide Science fairs • Students go on science based field trips e.g. science museum, Everglades • Visit surrounding schools / invite scientists into the school • Provide students with hands on experiences in STEM related projects • Teachers need to enroll in project based professional development • Training on Gizmos

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: Science and Math 2014 FCAT assessments.

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: Science and Math 2014 FCAT assessments.

Plan to Monitor Effectiveness of G7.B1.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Science, baseline and interim assessments and classroom observations and science journals. Summative: Science and Math 2014 FCAT assessments.

G8. Increase the number of students enrolling in Career and Technical Education courses

G8.B1 Lack of student interest in CTE courses.

G8.B1.S1 Promote CTE awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years.

Action Step 1

•Engage students and parents to participate in CTE Month in Feb. 2014 •Invite professionals in CTE industry to Career Day in May 2014 •Expand Media Center Lab to have more computers for students to take more CTE courses

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, handouts, presentations

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

Set up a committee of parents and teachers to help plan CTE Awareness month. Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers, Administration, Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, survey results

Plan to Monitor Effectiveness of G8.B1.S1

Set up a committee of parents and teachers to help plan CTE Awareness month. Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers, Administration, Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, survey results

G8.B2 Lack of teachers with the proper certification to teach CTE courses.

G8.B2.S1 Provide PD opportunities at school site for teachers.

Action Step 1

Provide PD opportunities at school site for teachers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, Meeting sign in sheets, PD sign in sheets

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

Administration will track teachers with CTE certification.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers' certificates

Plan to Monitor Effectiveness of G8.B2.S1

Administration will track teachers with CTE certification.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers' certificates

G9. Our Civics goal for the 2013-2014 school year is to have 75% of students at proficiency on the Civics End of Course assessment.

G9.B1 Students scoring proficient on the District Civics Baseline Assessment was 0%.

G9.B1.S1 Focus on academic and domain-specific vocabulary writing and research that analyze sources and deploy evidence. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Action Step 1

Implement the use of online articles, news clips, documentary excerpts, music, and interviews. Reading coach will provide support for Civics teacher to ensure that the civics curriculum is taught with fidelity and is paced so as to address all State and District benchmarks and curricular requirements. Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from assessments are utilized to shape instructions and address students weak areas of benchmark mastery. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Person or Persons Responsible

Teacher, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments, 2014 Civics EOC results

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

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 Civics EOC assessment

Plan to Monitor Effectiveness of G9.B1.S1

The MTTTS Team, administrators and Curriculum Coaches will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTTS Team, Administrators and Curriculum Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom assessments, observations by administration, Interim assessments, and reports from Achieve 3000. Summative: 2014 Civics EOC assessment

G10. Early Warning System Indicators (absences, failed courses, GPA, behavioral referrals) will decrease in the 2013-2014 school year.

G10.B1 Students who miss 10% or more of available instructional time will decrease from 2% to 1%. The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.

G10.B1.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

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

Administration will monitor the above action steps to ensure that student needs are met and early warning indicators are noted. The administration will also hold quarterly administration meetings with teachers to discuss academics as well as the early warning indicators.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G10.B1.S1

The MTSS/RTI team will monitor student attendance and provide students with counseling as well as encourage parental involvement in this process.

Person or Persons Responsible

The MTSS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Records, Student and parent conferences recorded in ISIS

G10.B2 Students failing courses will decrease from 3% to 2% in Math, 2% to 1% in English, and 3% to 2% for students failing more than 2 courses.

G10.B2.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Monitor the number of students in 9th grade who fail two or more courses. •After school tutoring programs will be established to address students' areas of need. Participation in these programs will be closely monitored. •Students will also be enrolled in course recovery classes if needed.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

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

The MTSS/RTI team will monitor student grades and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G10.B2.S1

The MTSS/RTI team will monitor student grades and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student and parent conferences recorded in ISIS

G10.B3 Students who receive two or more behavioral referrals will decrease from 8% to 7%. Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. will decrease by 1 percentage point from 4% to 3%. Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G10.B3.S1 Our school recognizes that student academic development is correlated to student attendance. Administration and counselors will monitor early warning systems.

Action Step 1

In monitoring the Early Warning Systems, our school will: •Monitor the number of students in failing courses in grades 6-8.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, Student GPAs, Student and parent conferences recorded in ISIS

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

The MTSS/RTI team will monitor students who receive two or more behavioral referrals and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student behavior referrals, Student and parent conferences recorded in ISIS

Plan to Monitor Effectiveness of G10.B3.S1

The MTSS/RTI team will monitor students who receive two or more behavioral referrals and provide students with counseling as well as encouraging parental involvement in this process.

Person or Persons Responsible

The MTTTS Team, Administrators and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student behavior referrals, Student and parent conferences recorded in ISIS

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The Reading goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 Reading FCAT 2.0 at 73%.

G1.B1 According to the results of the 2013 Reading FCAT 2.0, 41% of our students scored at a Level 3. The areas with the lowest performance for these students were Reporting Category 1, Vocabulary and Category 2 Reading Application.

G1.B1.S1 Cooperative Learning activities using CRISS strategies and addressing Common Cores Standards. Students will be grouped heterogeneously. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will use instructional strategies that include: o Reciprocal teaching; o Close Reading o Opinion proofs; o Question-and-answer relationships; o Note-taking skills; o Summarization skills; o Dictionary use o Word Detective/Clues Detective(finding evidence to respond to text based questions) o Own the word activities (search the word, know it, use it, draw, it) o Questioning the author; and o Encouraging students to read from a wide variety of texts.

PD Opportunity 1

All teachers in our school will be trained on CRISS strategies by the reading coach who is well versed in CRISS strategies. The teachers will receive resources and practice using the strategies in this professional development opportunity.

Facilitator

Reading Coach

Participants

School-wide

Target Dates or Schedule

Early release/ teacher planning day

Evidence of Completion

Professional Development evaluation Follow-Up activity

G3. The Math goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 FCAT 2.0 Math at 64%.

G3.B3 Students scoring at or above Achievement Level 4 or higher on the 2014 FCAT 2.0 Math will increase by 2 percentage point to 27%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 administration of FCAT Math Test was Reporting Category 3: Geometry and Measurement.

G3.B3.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of 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 area of geometry and measurement.

PD Opportunity 1

Utilize supplemental materials such as Carnegie Learning Online and Mathletics to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems (Exemplary problem), after-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Facilitator

Tannia Rodriguez (School site contact) and TBA (Mathletics Rep)

Participants

All Math and Intensive Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, Administrative Walk-throughs, Data from Interim Assessments and other programs being used at the school.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The Reading goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 Reading FCAT 2.0 at 73%.	\$250
Total		\$250

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Internal	\$250	\$250
Total	\$250	\$250

Budget Details

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

G1. The Reading goal for the 2013-2014 school year is to maintain the number of students scoring proficient on the 2014 Reading FCAT 2.0 at 73%.

G1.B4 According to the results of the 2013 Reading FCAT 2.0, 98% of the students in the Lowest 25th percentile made learning gains. The target for 2014 is to maintain or surpass 98%. In order to do so, the school hopes to increase parent involvement and access to technology.

G1.B4.S1 We plan to create activities and literacy parent workshops to involve parents in the learning process. We will provide information about the public libraries where students may use technology. There will be space and time for students that need to use school computers before and after school. In that way students will be able to use reading programs to enhance their reading and language abilities such as Reading Plus and Achieve 3000.

Action Step 1

1. Organize and plan parent workshops,
2. Create information brochures,
3. Call parents of targeted students to inform them about community & school resources,
4. Allocate space, time, and resources before and after school for students to use technology in the school setting
5. Tutoring programs before and after school

Resource Type

Personnel

Resource

Personnel to deliver workshop, brochures

Funding Source

Internal

Amount Needed

\$250