



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Charter Middle School

18491 SW 134TH AVE

Miami, FL 33177

305-969-6074

www.somersetacademy.dadeschools.net

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
67%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
91%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	30
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	56
Appendix 2: Budget to Support Goals	58

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

Somerset Academy Charter Middle School

Principal

Andreina Figueroa / Suzette Ruiz

School Advisory Council chair

Caridad Odio

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

Name	Title
Hilda Varela	Lead Teacher
Amy Eustace	Math Department Chair
Sandra Dominguez	Reading Department Chair
Milena Cruz	Guidance Counselor
Lorraine Amat	Special Education Personnel
Luis Orta	School Psychologist
Elizabeth Ruiz	Social Worker

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, teachers-6, parents-7, educational support-2, student-2, Board Chair Representative-1, and Board of Directors-1

Involvement of the SAC in the development of the SIP

The SIP is shared during meetings. Each member freely makes recommendations toward the SIP.

Activities of the SAC for the upcoming school year

The SAC is planning fundraisers for the upcoming school year such as chocolate and cookie dough sales.

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

The projected use of school improvement funds will be used towards purchasing of school-wide agendas at a cost of \$650.00.

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Andreina Figueroa / Suzette Ruiz

Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

Bachelors in Elementary Education,
Masters in Elementary Education,
Certifications:
ESOL K-12
Elementary Education K-6

Performance Record

'12 '11 '10 '09 '08
School Grade A A A A A
High Standards Rdg. 77 77 83 74 68
High Standards Math 73 76 84 75 71
Lrng Gains-Rdg. 74 64 75 67 60
Lrng Gains-Math 79 71 82 76 87
Gains-Rdg-25% 70 74 78 83 60
Gains-Math-25% 79 59 86 81 78
2013 – School Grade – A
Rdg. Proficiency, 65%
Math Proficiency, 77%
Rdg. Lrg. Gains, points
Math Lrg. Gains, points
Rdg. Imp. of Lowest 25% - 77 points
Math Imp. of Lowest 25%-81 points
Rdg. AMO – Yes
Math AMO – Yes

Sandra Grau		
Asst Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	Bachelors in Elementary Education, Masters in Elementary Education, Certifications: ESOL K-12 Elementary Education K-6	
Performance Record	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 77 77 83 74 68 High Standards Math 73 76 84 75 71 Lrng Gains-Rdg. 74 64 75 67 60 Lrng Gains-Math 79 71 82 76 87 Gains-Rdg-25% 70 74 78 83 60 Gains-Math-25% 79 59 86 81 78 2013 – School Grade – A Rdg. Proficiency, 65% Math Proficiency, 77% Rdg. Lrg. Gains, points Math Lrg. Gains, points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25%-81 points Rdg. AMO – Yes Math AMO – Yes	

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

14

receiving effective rating or higher

14, 100%

Highly Qualified Teachers

100%

certified in-field

14, 100%

ESOL endorsed

5, 36%

reading endorsed

2, 14%

with advanced degrees

6, 43%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

2, 14%

with 6-14 years of experience

10, 71%

with 15 or more years of experience

1, 7%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

Our school's strategies to recruit and maintain staff members include incentives, positive recognition, provide professional development opportunities, provide safe working environment and administration has an "open door" policy with its staff.

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

The department chair is paired with the Middle School teachers to address and analyze areas of growth within the program. The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

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 regularly (monthly is suggested) 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

Tier 1(Leadership Team)

Principal: Suzette Ruiz fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI, skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI, implementation, and communicates with parents regarding school-based MTSS/RtI, plans and activities.

Assistant Principal: Sandra Grau (Assistant Principal) identifies systematic patterns of student needs 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.

Suzette Ruiz and Sandra Grau will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrative team, the school’s Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Department Chairs: Sandra Dominguez (reading department chair), Amy Eustace (math department chair), Hilda Varela (science department chair)

Exceptional Student Education (ESE) Teachers: Lorraine Amat (SPED Coordinator) for Somerset Academy Charter School will participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students’

Guidance Counselor, & Behavior Specialist: Milena Cruz provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Luis Orta (School Psychologist) facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker: Elizabeth Cruz provides quality services and expertise professional and academic discipline that seeks to improve the quality of life and wellbeing of an individual. In addition the school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Member of advisory group, community stakeholders, parents – Suzette Ruiz (Principal), Hilda Varela (Lead Teacher/Chair), Milena Cruz (Teacher), Caridad Odio (Teacher), Jessica Perez (Teacher), Juana Claderon (Educational Support Employee), Aydee Taylor (Alternate Educational Support), Tatiana Agurto (Parent), Rachel Tombley (Parent), Alina Vazquez-Suros (Parent), Susan Lee (Parent), Martha Ortiz (Parent), Jose Agurto (Student), Nina Perez (Student), Elizabeth Cooper (Business/Community Representative), and Andreina Figueroa (Board of Directors / Charter).

• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (bi-weekly) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Suzette Ruiz, Sandra Grau, Sandra Dominguez, Amy Eustace, and Hilda Varela of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Suzette Ruiz and Sandra Grau of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Edusoft, Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) scores from the previous school year, FCAT Pre Test, Pre and Post Writing tests, Interim Assessment Test, STAR Reading Test. Progress Monitoring: PMRN, FAIR, FCAT Practice Tests, Interim Assessment Test, STAR Reading Test, Oral Reading Fluency Measures, Voyager Phonemic Awareness and Phonics measures, Progress Reports and student grades.

End of year: PMRN, FCAT, FCAT Post Test, Interim Assessment Test, STAR Reading Test, and Student Grades.

Frequency of Data Days: The MTSS/RTI Leadership team conducts bi-weekly meeting for data analysis. 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, and Referrals to special education programs.

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

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: Extended Day for All Students**Minutes added to school year:** 2,100

The school will provide an enriched and accelerated curriculum by extending the school hours and providing advanced educational opportunities for students whom excel within their grade level expectations. The school will also host free before, after, and Saturday tutoring sessions for students of all levels. The teachers are encouraged to attend professional development courses in order to transition into the Common Core expectations. In addition, the school is organizing professional developments to encourage teacher personal growth and colleague or peer mentoring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

During data chats, the teachers analyze and decipher the data within their grade level and with Mrs. Grau (assistant principal). The teachers also conference with the students to inform and educate them of their areas of strengths and weakness. This data is then analyzed as a whole school to then make the proper accommodations within lesson planning, small group instruction and by grade level.

Who is responsible for monitoring implementation of this strategy?

Administration

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

Name	Title
Sandra Dominguez	Reading Coach
Sandra Grau	Assistant Principal

How the school-based LLT functions

Reading Coach: Sandra Dominguez provides guidance on 6th- 8th grade reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.

Assistant Principal: Sandra Grau identifies systematic patterns of student needs 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.

The Literacy Leadership Team will meet on a monthly basis to discuss the implementation of the different intervention plans that were placed throughout the school year. During these meetings the LLT will also evaluate and modify areas that are stagnant in order to improve the intervention plans to benefit the needs students.

Major initiatives of the LLT

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

Every teacher has received professional development in Reading Plus and Accelerated Reader to effectively use the program for each individualized student and their needs. In addition, grade level meetings and staff meetings are held to review and analyze the data. Appropriate accommodations are made with teacher recommendations. Spanish, Music, Art, and Physical Education teachers will be provided with the necessary professional development trainings. This will allow for teachers to fully comprehend the new common core curriculum and develop activities that are beneficiary for the students within the reading. In addition the schools administrators, lead teacher, and department head will check lesson plans and observe teachers during their instructional time.

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

In order to incorporate relevance between the subject area and the students future, teachers incorporate current events, articles, guest speakers, data relevant to current topics, and career exposure.

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

In order to incorporate students' academic and career planning, the school participates and organizes in various events such as:

- Somerset Academy offers students electives in: Drama, Yearbook, PE, Art, Spanish, Personal, Career and School Development, Library Assistant, and Intensive Reading and Math.
- Career Week involves students in experiencing a variety of careers through vehicle day, career dress-up day, career day and guest speakers.
- Numerous presenters are invited throughout the school year in order to expose the students of possible options in various fields.
- A daily focus of the school is for teachers to inquire from the students, "How does this connect to the real world?" to ensure that instruction is always relevant and up to date.
- Teachers use additional reading materials based on current events to expose students to various career opportunities.
- Science Fair provides the students an opportunity to complete the scientific process and investigate real world problems/solutions.
- Talent Show provides students with the opportunities to express their interests in the performing arts through rigorous auditions, rehearsals, and performances.
- Art Exhibits and contests will be organized for students to explore their artistic talents.
- Volunteer work is organized for student exposure into other fields such as park related careers, charity work, animal and environmental assistance and botany.

Strategies for improving student readiness for the public postsecondary level

Rigorous activities are planned and modeled to ensure the readiness of students. Data is used to incorporate small group instruction to meet all student needs and to advance the students progress.

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	76%		No	78%
American Indian				
Asian				
Black/African American	84%		No	86%
Hispanic	75%		No	78%
White	82%		No	84%
English language learners				
Students with disabilities				
Economically disadvantaged	75%		No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	30%	33%
Students scoring at or above Achievement Level 4	96	44%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	182	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	186	78%	80%

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	23	47%	52%
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	74%	80%	Yes	77%
American Indian				
Asian				
Black/African American	77%	80%	Yes	79%
Hispanic	72%	79%	Yes	75%
White	89%	88%	No	90%
English language learners				
Students with disabilities				
Economically disadvantaged	73%	83%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	37%	39%
Students scoring at or above Achievement Level 4	58	40%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	186	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	213	89%	90%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	75	100%	100%
Middle school performance on high school EOC and industry certifications	63	84%	86%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	35%	36%
Students scoring at or above Achievement Level 4	37	49%	50%

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	12	25%	28%
Students scoring at or above Achievement Level 4	13	27%	28%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	239		239
Participation in STEM-related experiences provided for students	239	100%	100%

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	20	9%	8%
Students who fail a mathematics course	7	3%	2%
Students who fail an English Language Arts course	8	4%	3%
Students who fail two or more courses in any subject	10	5%	4%
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

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

Barrier: Increase our percentage of parental involvement during middle school years.
Events to be organized:

- Open House – Parents meet with all teachers to discuss the year at a glance
- Out of County Field Trips – A selected number of students and parents will be taken on an educational field trip. Also the eighth graders attend a trip to celebrate graduation.
- Field Day – A competitive day filled with physical activities including parental assistance
- Night Under the Stars – Parents and students enjoy a family evening with food and entertainment
- Science Fair Night-The top winners of the classrooms will display and present their projects to parents and faculty
- Hispanic Heritage Celebration- A day to celebrate different cultures and costumes. Parents donate cultural foods, artifacts, and knowledge.
- Talent Show – An evening activity to showcase different students individual and group talents
- Holiday performances – The drama students perform a holiday play
- Holiday feasts – Parents help serve and participate with their child during a special luncheon
- Faculty vs. students kick ball game – A healthy and competitive game to promote school spirit
- Family Volunteer Hours- opportunities to help throughout the school day

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	218	98%	99%

Goals Summary

- G1.** Our goal for Reading during the 2013-2014 school year will be to have a total of 78% of students meeting target levels.
- G2.** Our goal for the Reading FCAT 2.0 during the 2013-2014 school year will be to have 33% of students on Level 3 and 45% on Level 4.
- G3.** Our goal for Learning Gains under the Reading FCAT 2.0 test during the 2013-2014 school year is to have 78% of all students on target and 80% of the lowest 25% making learning gains.
- G4.** Our goal for Writing for the 2013-2014 school year is to have 52% of students scoring at or above 3.5.
- G5.** Our goal for Mathematics during the 2013-2014 school year is to have more than 80% of students working at target levels.
- G6.** Our goal for Math, FCAT 2.0, during the 2013-2014 school year is to have 39% of students maintain a Level 3 and 41% of students to maintain a Level 4 or above.
- G7.** Our goal for the 2013-2014 school year in Mathematics Learning Gains is to have 80% of students on target and for the Lower 25% of students to be at a 90% target.
- G8.** Our goal for Algebra 1 during the 2013-2014 school year will be to have 86% of students passing the EOC exam.
- G9.** Our goal for Science during the 2013-2014 school year will be to have 28% of students scoring at a Level 4 or above.
- G10.** Our goal for the 2013-2014 school year is to have 100% of students working on STEM.
- G11.** Our goal in monitoring the Early Warning System, is to increase student attendance by decreasing the number of students who miss 10% or more of the available in
- G12.** Our goal for the 2013-2014 school year is to increase our parent involvement by 1%.

Goals Detail

G1. Our goal for Reading during the 2013-2014 school year will be to have a total of 78% of students meeting target levels.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Accelerated Reader, Reading Plus, and Voyager

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being worked and progress is being made.

Person or Persons Responsible

all subject area teachers

Target Dates or Schedule:

Daily, Weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. FCAT 2.0, Interim Assessments, Baseline

G2. Our goal for the Reading FCAT 2.0 during the 2013-2014 school year will be to have 33% of students on Level 3 and 45% on Level 4.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Accelerated Reader, Reading Plus, and Voyager

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

Plan to Monitor Progress Toward the Goal

To determine the progress of the students and how the strategies are improving

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Daily, Weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations.

G3. Our goal for Learning Gains under the Reading FCAT 2.0 test during the 2013-2014 school year is to have 78% of all students on target and 80% of the lowest 25% making learning gains.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Accelerated Reader, Reading Plus, Voyager

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme.

Plan to Monitor Progress Toward the Goal

To determine the progress of the strategy being used.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Daily and Weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G4. Our goal for Writing for the 2013-2014 school year is to have 52% of students scoring at or above 3.5.

Targets Supported

- Writing

Resources Available to Support the Goal

- Pre and Post tests, Writing samples, journals, strategies for writer's textbook

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, drafting would be the category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to establish a logical organizational pattern with supporting details that are substantial, specific, and relevant and creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).

Plan to Monitor Progress Toward the Goal

To determine the progress of the strategy being used.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

Daily, Weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G5. Our goal for Mathematics during the 2013-2014 school year is to have more than 80% of students working at target levels.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Interim and Baseline Assessment, Brain Pop

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students in grades 6-8. The specific considerations within the grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Plan to Monitor Progress Toward the Goal

To determine that the strategy is being used in class and progressing with efficiency.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Daily, Weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G6. Our goal for Math, FCAT 2.0, during the 2013-2014 school year is to have 39% of students maintain a Level 3 and 41% of students to maintain a Level 4 or above.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Interim and baseline assessments

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students. The specific considerations within the 6th-8th grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Plan to Monitor Progress Toward the Goal

to determine if progress is being made with the strategies being used.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule:

Daily and weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G7. Our goal for the 2013-2014 school year in Mathematics Learning Gains is to have 80% of students on target and for the Lower 25% of students to be at a 90% target.

Targets Supported

- Math (Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Interim and baseline assessments

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students. The specific considerations within the 6th-8th grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Plan to Monitor Progress Toward the Goal

to determine the progress of the strategies being used

Person or Persons Responsible

teachers and administration

Target Dates or Schedule:

daily and weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G8. Our goal for Algebra 1 during the 2013-2014 school year will be to have 86% of students passing the EOC exam.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Interim and baseline assessments, Work Text

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Polynomials would be the category that needs the most intervention for our middle school students taking the Algebra I EOC. The specific considerations are using Mathematical Practices of the Common Core State Standards and support mathematical fluency and problem solving proficiency in situations involving polynomials. In addition, provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Plan to Monitor Progress Toward the Goal

to determine if the strategy being used is showing progress

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Daily and weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the Algebra I EOC exam.

G9. Our goal for Science during the 2013-2014 school year will be to have 28% of students scoring at a Level 4 or above.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interim assessment and baseline testing

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, Earth & Space would be the category that needs the most intervention for our middle school students taking the FCAT Science 2.0. The specific considerations are students performing at the mastery level of this reporting category will generally be able to relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses. Students will be able to identify how Earth changes due to weathering, erosion, and plate tectonics. Students will be able to recognize that the Sun's energy influences global atmospheric patterns.

Plan to Monitor Progress Toward the Goal

Determine the effectiveness and efficiency of strategies being used in class.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Daily, Weekly

Evidence of Completion:

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and scientific journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT Science 2.0 exam.

G10. Our goal for the 2013-2014 school year is to have 100% of students working on STEM.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Project Based Learning

Targeted Barriers to Achieving the Goal

- Barrier: Based on our data, all students are participating in at least one STEM activity. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in nonmandatory Project Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

to determine if progress is being made

Person or Persons Responsible

teachers and administration

Target Dates or Schedule:

daily and weekly

Evidence of Completion:

How to monitor: Administration and staff members will keep track of student participation via data from sign in sheets.

G11. Our goal in monitoring the Early Warning System, is to increase student attendance by decreasing the number of students who miss 10% or more of the available in

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- attendance, ISIS

Targeted Barriers to Achieving the Goal

- High level of attendance present

Plan to Monitor Progress Toward the Goal

to determine if there is progress being made with the strategy being used

Person or Persons Responsible

teachers and administration

Target Dates or Schedule:

daily and weekly

Evidence of Completion:

How to monitor: Attendance manager, administration, counselor and teachers via attendance rosters

G12. Our goal for the 2013-2014 school year is to increase our parent involvement by 1%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Open House – Parents meet with all teachers to discuss the year at a glance
Out of County Field Trips – A selected number of students and parents will be taken on an educational field trip. Also the eighth graders attend a trip to celebrate graduation.
Field Day – A competitive day filled with physical activities including parental assistance
Night Under the Stars – Parents and students enjoy a family evening with food and entertainment
Science Fair Night-The top winners of the classrooms will display and present their projects to parents and faculty
Hispanic Heritage Celebration- A day to celebrate different cultures and costumes. Parents donate cultural foods, artifacts, and knowledge.
Talent Show – An evening activity to showcase different students individual and group talents
Holiday performances – The drama students perform a holiday play
Holiday feasts – Parents help serve and participate with their child during a special luncheon
Faculty vs. students kick ball game – A healthy and competitive game to promote school spirit
Family Volunteer Hours- opportunities to help throughout the school day

Targeted Barriers to Achieving the Goal

- Increase our percentage of parent involvement during middle school years.

Plan to Monitor Progress Toward the Goal

Invite parents to school functions.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Volunteer Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for Reading during the 2013-2014 school year will be to have a total of 78% of students meeting target levels.

G1.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme.

G1.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

- to graphically depict comparison-and-contrast relationships to help understand them.
- to practice reducing textual information to key points so that comparisons can be made across texts.
- to become more familiar with comparing and contrasting in and across a variety of genres.
- more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. FCAT 2.0, Interim Assessments, Baseline

Facilitator:

Patty Cohen

Participants:

All Staff Members

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

To observe that all action steps and strategies are being worked on effectively and efficiently.

Person or Persons Responsible

All subject area teachers and administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. FCAT 2.0, Interim Assessments, Baseline

Plan to Monitor Effectiveness of G1.B1.S1

To observe that all action steps and strategies are being worked on effectively and efficiently.

Person or Persons Responsible

all subject area teachers and administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. FCAT 2.0, Interim Assessments, Baseline

G2. Our goal for the Reading FCAT 2.0 during the 2013-2014 school year will be to have 33% of students on Level 3 and 45% on Level 4.

G2.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

G2.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. In order to accommodate Level 3 students, the teacher will sample how to create graphic organizers and concept maps. A step by step process will be provided to effectively teach the strategy. Pairing students would be used after modeling such strategies to transition to independent work. In order to accommodate Level 4 and above students, the teacher will sample how to create graphic organizers and concept maps. A step-by-step process will be provided to effectively teach the strategy. After modeling such strategies to transition to independent work, the student will use such strategies for assignments and homelearning in all subject areas.

Action Step 1

Action Steps: Our staff will teach students: • to graphically depict comparison-and-contrast relationships to help understand them. • to practice reducing textual information to key points so that comparisons can be made across texts. • to become more familiar with comparing and contrasting in and across a variety of genres. • more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations.

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

Determine the effectiveness of the strategies being used in class.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations.

Plan to Monitor Effectiveness of G2.B1.S1

To determine the effectiveness of the strategies being used in class.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations.

G3. Our goal for Learning Gains under the Reading FCAT 2.0 test during the 2013-2014 school year is to have 78% of all students on target and 80% of the lowest 25% making learning gains.

G3.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

G3.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. In order to accommodate students making learning gains, the teacher will sample how to create graphic organizers and concept maps in a class setting. A step by step process will be provided to effectively teach the strategy. Small group instruction will be provided in order to target the lowest 25%. The teacher will be able to meet individual needs in a small group setting therefore increasing the percentage of success. Pairing students would be used after modeling and small group instruction to transition into independent work. In order to accommodate students in the lowest 25% making learning gains, the teacher will sample how to create graphic organizers and concept maps in a class setting. A step by step process will be provided to effectively teach the strategy. Small group instruction will be provided in order to target the lowest 25%. The teacher will be able to meet individual needs in a small group setting therefore increasing the percentage of success. Pairing students would be used after modeling and small group instruction to transition into independent work.

Action Step 1

Action Steps: Our staff will teach students: • to graphically depict comparison-and-contrast relationships to help understand them. • to practice reducing textual information to key points so that comparisons can be made across texts. • to become more familiar with comparing and contrasting in and across a variety of genres. • more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

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

To determine if the strategy is being used properly in class.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Plan to Monitor Effectiveness of G3.B1.S1

Determine the effectiveness and efficiency of the strategy being used.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G4. Our goal for Writing for the 2013-2014 school year is to have 52% of students scoring at or above 3.5.

G4.B1 Barrier: Based on our data, drafting would be the category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to establish a logical organizational pattern with supporting details that are substantial, specific, and relevant and creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).

G4.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with drafting during the writing process are: • Modeling • Use Illustrations/Diagrams • Focus on Key Vocabulary • Interactive Word Walls In order to accommodate students scoring at 3.5 or above, the teacher will model how to draft a writing sample in a group setting. A step-by-step process will be provided to effectively teach the drafting strategy. Small group instruction will be provided in order to target the lowest 25%. The teacher will be able to meet individual needs in a small group setting therefore increasing the percentage of success. Pairing students would be used after modeling and small group instruction to transition into independent work.

Action Step 1

Action Steps: Our staff will teach students: • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Provide a concluding statement or section that follows from the supports the argument presented. • Modeling how to extract evidence from readings such as magazines and newspaper articles. • Use mentor text • Rubrics and anchor papers to formulate a writing plan

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

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

To determine how strategies are being used in class

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Plan to Monitor Effectiveness of G4.B1.S1

To determine the effectiveness and efficiency of the strategy being used.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G5. Our goal for Mathematics during the 2013-2014 school year is to have more than 80% of students working at target levels.

G5.B1 Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students in grades 6-8. The specific considerations within the grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

G5.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Geometry and Measurement during instruction are: • Use of manipulatives • Teacher modeling of problem solving • Projects and problem solving which apply to real world scenarios • Introduce current events to Mathematics and Careers

Action Step 1

Action Steps: Our staff will teach students on a weekly basis: • How to use manipulatives properly to solve Geometry and Measurements problems such rulers, calculators, and protractors. • Working to use underlining or hi-lighting what is being asked in the problem. • Work frequently with formulas and understand which formula pertains to the situation.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Facilitator:

Amy Eustace

Participants:

All Math instructors

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

To determine if strategy is being used with proper implementation.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Plan to Monitor Effectiveness of G5.B1.S1

To determine and ensure that the strategy is being used effectively and efficiently.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Our goal for Math, FCAT 2.0, during the 2013-2014 school year is to have 39% of students maintain a Level 3 and 41% of students to maintain a Level 4 or above.

G6.B1 Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students. The specific considerations within the 6th-8th grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

G6.B1.S2 Strategies: Some of the strategies, which will be used in class to assist with Geometry and Measurement during instruction are: 6th Grade: Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom 7th & 8th Grade: the teacher will work to develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Specific strategies for students achieving a Level 3: • How to use manipulatives properly to solve Geometry and Measurements problems such rulers, calculators, and protractors. • Working to use underlining or highlighting what is being asked in the problem. • Work frequently with formulas and understand which formula pertains to the situation.

Action Step 1

Action Steps for Level 3: Our staff will teach students on a weekly basis: • Administration and colleagues will observe type of questioning skills the teachers are using in class • Conference with teachers on their strengths and areas which need some work • Model multi-step application to problems and how to solve them. • Conduct Data chats with colleagues and administration.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Action Step 2

Action Steps for Level 4 or above: Our staff will teach students on a weekly basis: • Administration and colleagues will observe type of questioning skills the teachers are using in class • Conference with teachers on their strengths and areas which need some work • Model multi-step application to problems and how to solve them.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

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

To determine if the strategies are being used with fidelity

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Plan to Monitor Effectiveness of G6.B1.S2

to determine if the strategies are being used effectively

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G7. Our goal for the 2013-2014 school year in Mathematics Learning Gains is to have 80% of students on target and for the Lower 25% of students to be at a 90% target.

G7.B1 Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students. The specific considerations within the 6th-8th grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

G7.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Geometry and Measurement during instruction are: • Use of manipulatives • Teacher modeling of problem solving • Projects and problem solving which apply to real world scenarios • Introduce current events to Mathematics and Careers • Work frequently with formulas and understand which formula pertains to the situation. In order to accommodate students in the lowest 25% making learning gains, the teacher will identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of statistics and probability as indicated by data reports. The teacher will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of statistics and probability.

Action Step 1

Action Steps: Our staff will teach students on a weekly basis: • Teachers will meet with administrators and colleagues to analyze the data to organize student groups for intervention. • Real world scenarios will be used in class during lessons for application of statistics and probability.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

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

to determine if the strategies are being implemented with fidelity

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Plan to Monitor Effectiveness of G7.B1.S1

to determine if the strategies are being used in class effectively

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G7.B1.S2 Strategies for Learning Gains: Some of the strategies to accommodate students making learning gains, which will be used in class to assist with Geometry and Measurement during instruction are: • Use of manipulatives • Teacher modeling of problem solving • Projects and problem solving which apply to real world scenarios • Introduce current events to Mathematics and Careers • Work frequently with formulas and understand which formula pertains to the situation. In order to accommodate students making learning gains in grades 6-8, the teacher will use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on interpreting data in graphic displays, and determining the probability of an outcome occurring in a simple event. The teacher will support mathematical fluency and problem-solving skills in the areas of statistics and probability by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

to determine if the strategies are being implemented

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

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

to determine if the strategies are being implemented with fidelity

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Plan to Monitor Effectiveness of G7.B1.S2

to determine if the strategies are used effectively

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

G8. Our goal for Algebra 1 during the 2013-2014 school year will be to have 86% of students passing the EOC exam.

G8.B1 Barrier: Based on our data, Polynomials would be the category that needs the most intervention for our middle school students taking the Algebra I EOC. The specific considerations are using Mathematical Practices of the Common Core State Standards and support mathematical fluency and problem solving proficiency in situations involving polynomials. In addition, provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

G8.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with the Algebra I EOC during instruction are to: Provide opportunities for students to practice the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials.
- Simplify rational expressions.
- Divide polynomials by monomials.

Action Step 1

Action Steps: Our staff will teach students on a weekly basis:

- Teachers will meet with administrators and colleagues to analyze the data to organize student groups for intervention.
- Real world scenarios will be used in class during lessons for application of statistics and probability.
- Pair students with classmates to assist in the learning process and to reinforce learning.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the Algebra I EOC exam.

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

Determine the strategy is being used with fidelity

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the Algebra I EOC exam.

Plan to Monitor Effectiveness of G8.B1.S1

Determine the strategy is being used effectively and efficiently

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the Algebra I EOC exam.

G9. Our goal for Science during the 2013-2014 school year will be to have 28% of students scoring at a Level 4 or above.

G9.B1 Barrier: Based on our data, Earth & Space would be the category that needs the most intervention for our middle school students taking the FCAT Science 2.0. The specific considerations are students performing at the mastery level of this reporting category will generally be able to relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses. Students will be able to identify how Earth changes due to weathering, erosion, and plate tectonics. Students will be able to recognize that the Sun's energy influences global atmospheric patterns.

G9.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with the FCAT Science 2.0 during instruction are to ensure:

- implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.
- that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.
- 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.

Action Step 1

Action Steps: Our staff will teach students on a weekly basis:

- Teachers will meet with administrators and colleagues to analyze the data to organize student groups for intervention.
- Teacher will model step-by-step instruction and provide students the opportunity to practice the write up of labs
- Real world scenarios will be used in class during lessons for application of evidence and reasoning.
- Pair students with classmates to assist in the learning process and to reinforce learning.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and scientific journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT Science 2.0 exam.

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

The effectiveness and efficiency of strategies used in class

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and scientific journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT Science 2.0 exam.

Plan to Monitor Effectiveness of G9.B1.S1

The effectiveness and efficiency of the strategies used in class

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and scientific journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT Science 2.0 exam.

G10. Our goal for the 2013-2014 school year is to have 100% of students working on STEM.

G10.B1 Barrier: Based on our data, all students are participating in at least one STEM activity. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in nonmandatory Project Based Learning in STEM.

G10.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with the STEM goal are: • to organize field trips which will provide opportunities in STEM • schedule respected presenters/ guest speakers which will emphasize the importance of STEM • use current events to address the needs of STEM in the real world • encourage student to become part of clubs such as the Environmental, Chess and Community Service. • Science Fair night will be held, for the second year, to spot light the students who organized Science Fair projects selected by their teachers to represent their grade level.

Action Step 1

Action Steps: • Our administration and staff will work collaboratively to organize such opportunities. Events will be scheduled in at the beginning of the school • Committees will be organized to ensure the event is successful. • Community service will be organized throughout the year in the field of parks and recreation, beach clean up and botany.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily / weekly

Evidence of Completion

How to monitor: Administration and staff members will keep track of student participation via data from sign in sheets.

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

to determine if the strategies are being implemented with fidelity

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: Administration and staff members will keep track of student participation via data from sign in sheets.

Plan to Monitor Effectiveness of G10.B1.S1

to determine the effectiveness of the strategies being used

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: Administration and staff members will keep track of student participation via data from sign in sheets.

G11. Our goal in monitoring the Early Warning System, is to increase student attendance by decreasing the number of students who miss 10% or more of the available in

G11.B1 High level of attendance present

G11.B1.S1 better communication with parents and staff and school management

Action Step 1

Action Steps: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received 2 or more behavioral referrals providing students with counseling and encouraging parental involvement. • A reward system will be established to recognize students outstanding citizenship through student of the month. • Before and aftercare free tutoring programs will be established in order to address students areas of needs.

Person or Persons Responsible

teachers, attendance manager, administration, counselor

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: Attendance manager, administration, counselor and teachers via attendance rosters

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

to determine that the strategies being used are with fidelity

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: Attendance manager, administration, counselor and teachers via attendance rosters

Plan to Monitor Effectiveness of G11.B1.S1

to determine if it is being used effectively

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily and weekly

Evidence of Completion

How to monitor: Attendance manager, administration, counselor and teachers via attendance rosters

G12. Our goal for the 2013-2014 school year is to increase our parent involvement by 1%.

G12.B1 Increase our percentage of parent involvement during middle school years.

G12.B1.S1 Continue to coordinate events where parents can participate in school functions.

Action Step 1

Invite parents to school functions.

Person or Persons Responsible

Teachers will log parent participation.

Target Dates or Schedule

Weekly

Evidence of Completion

Volunteer Logs

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

Invite parents to school functions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Volunteer logs

Plan to Monitor Effectiveness of G12.B1.S1

Invite parents to school functions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Volunteer Logs

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for Reading during the 2013-2014 school year will be to have a total of 78% of students meeting target levels.

G1.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme.

G1.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

PD Opportunity 1

- to graphically depict comparison-and-contrast relationships to help understand them.
- to practice reducing textual information to key points so that comparisons can be made across texts.
- to become more familiar with comparing and contrasting in and across a variety of genres.
- more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast

Facilitator

Patty Cohen

Participants

All Staff Members

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers use of these strategies. Student work and journals will be used as evidence. In addition, the librarian along with the Reading teacher will analyze the students Accelerated Reader selected books. They will ensure the student is selecting the proper levels and that a variety of genres are read through out the school year. Reading Plus goals will be set per grade level. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. FCAT 2.0, Interim Assessments, Baseline

G5. Our goal for Mathematics during the 2013-2014 school year is to have more than 80% of students working at target levels.

G5.B1 Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students in grades 6-8. The specific considerations within the grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

G5.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Geometry and Measurement during instruction are: • Use of manipulatives • Teacher modeling of problem solving • Projects and problem solving which apply to real world scenarios • Introduce current events to Mathematics and Careers

PD Opportunity 1

Action Steps: Our staff will teach students on a weekly basis: • How to use manipulatives properly to solve Geometry and Measurements problems such rulers, calculators, and protractors. • Working to use underlining or hi-lighting what is being asked in the problem. • Work frequently with formulas and understand which formula pertains to the situation.

Facilitator

Amy Eustace

Participants

All Math instructors

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

How to monitor: All subject area teachers will use the above strategies within their lessons on a weekly basis. Administrative daily walk throughs and formal observations will be used to log the teachers' use of these strategies. Student work and mathematical journals will be used as evidence. Baseline and Interim Assessment tests will be used as a guideline to address any areas that need to be met before state testing. Finally, SPED and 504 students will have the proper accommodations made according to the recommendations. The final outcome will be determined by the results in the FCAT 2.0 exam.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for Reading during the 2013-2014 school year will be to have a total of 78% of students meeting target levels.	\$1,433
G2.	Our goal for the Reading FCAT 2.0 during the 2013-2014 school year will be to have 33% of students on Level 3 and 45% on Level 4.	\$2,000
G3.	Our goal for Learning Gains under the Reading FCAT 2.0 test during the 2013-2014 school year is to have 78% of all students on target and 80% of the lowest 25% making learning gains.	\$2,000
G4.	Our goal for Writing for the 2013-2014 school year is to have 52% of students scoring at or above 3.5.	\$2,000
G5.	Our goal for Mathematics during the 2013-2014 school year is to have more than 80% of students working at target levels.	\$1,000
G8.	Our goal for Algebra 1 during the 2013-2014 school year will be to have 86% of students passing the EOC exam.	\$3,800
Total		\$12,233

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Total
Operating Funds	\$3,433	\$0	\$3,433
Operating Account	\$3,800	\$2,000	\$5,800
Operational Account	\$2,000	\$0	\$2,000
School Funds	\$1,000	\$0	\$1,000
Total	\$10,233	\$2,000	\$12,233

Budget Details

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

G1. Our goal for Reading during the 2013-2014 school year will be to have a total of 78% of students meeting target levels.

G1.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

G1.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

- to graphically depict comparison-and-contrast relationships to help understand them.
- to practice reducing textual information to key points so that comparisons can be made across texts.
- to become more familiar with comparing and contrasting in and across a variety of genres.
- more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast

Resource Type

Evidence-Based Materials

Resource

Spring Board

Funding Source

Operating Funds

Amount Needed

\$1,433

G2. Our goal for the Reading FCAT 2.0 during the 2013-2014 school year will be to have 33% of students on Level 3 and 45% on Level 4.

G2.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

G2.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. In order to accommodate Level 3 students, the teacher will sample how to create graphic organizers and concept maps. A step by step process will be provided to effectively teach the strategy. Pairing students would be used after modeling such strategies to transition to independent work. In order to accommodate Level 4 and above students, the teacher will sample how to create graphic organizers and concept maps. A step-by-step process will be provided to effectively teach the strategy. After modeling such strategies to transition to independent work, the student will use such strategies for assignments and homelearning in all subject areas.

Action Step 1

Action Steps: Our staff will teach students: • to graphically depict comparison-and-contrast relationships to help understand them. • to practice reducing textual information to key points so that comparisons can be made across texts. • to become more familiar with comparing and contrasting in and across a variety of genres. • more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Resource Type

Technology

Resource

Accerlerated Reader Software

Funding Source

Operating Account

Amount Needed

\$2,000

G3. Our goal for Learning Gains under the Reading FCAT 2.0 test during the 2013-2014 school year is to have 78% of all students on target and 80% of the lowest 25% making learning gains.

G3.B1 Barrier: Based on our data, Literary Analysis – Fiction/Nonfiction would be category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.

G3.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Literary Analysis, are: • graphic organizers • concept maps • open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) • encouraging students to read from a wide variety of texts • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. In order to accommodate students making learning gains, the teacher will sample how to create graphic organizers and concept maps in a class setting. A step by step process will be provided to effectively teach the strategy. Small group instruction will be provided in order to target the lowest 25%. The teacher will be able to meet individual needs in a small group setting therefore increasing the percentage of success. Pairing students would be used after modeling and small group instruction to transition into independent work. In order to accommodate students in the lowest 25% making learning gains, the teacher will sample how to create graphic organizers and concept maps in a class setting. A step by step process will be provided to effectively teach the strategy. Small group instruction will be provided in order to target the lowest 25%. The teacher will be able to meet individual needs in a small group setting therefore increasing the percentage of success. Pairing students would be used after modeling and small group instruction to transition into independent work.

Action Step 1

Action Steps: Our staff will teach students: • to graphically depict comparison-and-contrast relationships to help understand them. • to practice reducing textual information to key points so that comparisons can be made across texts. • to become more familiar with comparing and contrasting in and across a variety of genres. • more emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Resource Type

Evidence-Based Materials

Resource

S.T.A.R. Software

Funding Source

Operational Account

Amount Needed

\$2,000

G4. Our goal for Writing for the 2013-2014 school year is to have 52% of students scoring at or above 3.5.

G4.B1 Barrier: Based on our data, drafting would be the category that needs the most intervention for our middle school students. The specific benchmark within the grade levels is to establish a logical organizational pattern with supporting details that are substantial, specific, and relevant and creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).

G4.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with drafting during the writing process are: • Modeling • Use Illustrations/Diagrams • Focus on Key Vocabulary • Interactive Word Walls In order to accommodate students scoring at 3.5 or above, the teacher will model how to draft a writing sample in a group setting. A step-by-step process will be provided to effectively teach the drafting strategy. Small group instruction will be provided in order to target the lowest 25%. The teacher will be able to meet individual needs in a small group setting therefore increasing the percentage of success. Pairing students would be used after modeling and small group instruction to transition into independent work.

Action Step 1

Action Steps: Our staff will teach students: • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Provide a concluding statement or section that follows from the supports the argument presented. • Modeling how to extract evidence from readings such as magazines and newspaper articles. • Use mentor text • Rubrics and anchor papers to formulate a writing plan

Resource Type

Evidence-Based Materials

Resource

Stratgies for Writer's Textbook

Funding Source

Operating Funds

Amount Needed

\$2,000

G5. Our goal for Mathematics during the 2013-2014 school year is to have more than 80% of students working at target levels.

G5.B1 Barrier: Based on our data, Geometry and Measurement would be the category that needs the most intervention for our middle school students in grades 6-8. The specific considerations within the grade levels are to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Secondly, to provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

G5.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with Geometry and Measurement during instruction are: • Use of manipulatives • Teacher modeling of problem solving • Projects and problem solving which apply to real world scenarios • Introduce current events to Mathematics and Careers

Action Step 1

Action Steps: Our staff will teach students on a weekly basis: • How to use manipulatives properly to solve Geometry and Measurements problems such rulers, calculators, and protractors. • Working to use underlining or hi-lighting what is being asked in the problem. • Work frequently with formulas and understand which formula pertains to the situation.

Resource Type

Evidence-Based Materials

Resource

Brain Pop

Funding Source

School Funds

Amount Needed

\$1,000

G8. Our goal for Algebra 1 during the 2013-2014 school year will be to have 86% of students passing the EOC exam.

G8.B1 Barrier: Based on our data, Polynomials would be the category that needs the most intervention for our middle school students taking the Algebra I EOC. The specific considerations are using Mathematical Practices of the Common Core State Standards and support mathematical fluency and problem solving proficiency in situations involving polynomials. In addition, provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

G8.B1.S1 Strategies: Some of the strategies, which will be used in class to assist with the Algebra I EOC during instruction are to: Provide opportunities for students to practice the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials.
- Simplify rational expressions.
- Divide polynomials by monomials.

Action Step 1

Action Steps: Our staff will teach students on a weekly basis:

- Teachers will meet with administrators and colleagues to analyze the data to organize student groups for intervention.
- Real world scenarios will be used in class during lessons for application of statistics and probability.
- Pair students with classmates to assist in the learning process and to reinforce learning.

Resource Type

Evidence-Based Materials

Resource

Work Text

Funding Source

Operating Account

Amount Needed

\$3,800