



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Highland Oaks Middle School

2375 NE 203RD ST

Miami, FL 33180

305-932-3810

<http://hom.dade.k12.fl.us/>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
71%

Alternative/ESE Center
No

Charter School
No

Minority Rate
81%

School Grades History

2013-14
A

2012-13
B

2011-12
B

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Highland Oaks Middle School

Principal

Cheryl Kushi L

School Advisory Council chair

William Reaney

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

Name	Title
Kushi, Cheryl	Principal
Rosen, Beverlee	Assistant Principal
Reaney, William	Teacher/EESAC Chair
Goldstein, Monica	Parent
Gottlieb, Amanda	Parent
Deng, Valeria	student
Joseph, Shawanda	Parent
Major, Kevin	Parent
Morton, Karen	Parent
Sherit, Amy	Parent
Stephens, Jamie	Parent
Bernstein, Brian	Teacher
Greenfield, Susan	Teacher
Marron, Dianna	Teacher
Nusbaum, Ellen	Teacher
Williams, Nate	Alternate Teacher
Black, Karen	Union Steward
Lang, Andrea	Community Representative
Ratner, Mindi	Community Representative
Socarras, Vicky	Educational Support Employee
Price, Annette	Alternate Educational Support Employee
Magnoli, Isabella	Student Council President
Pollock, Lauren	Alternate Student
Moskona, Dalit	Business/Community Representative

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

Kushi, Cheryl - Principal
Rosen, Beverlee - Asst. Principal
Black, Karen - Union Steward
Reaney, William – Teacher/EESAC Chair
Bernstein, Brian - Teacher
Greenfield, Susan - Teacher
Marron, Dianna - Teacher
Nusbaum, Ellen - Teacher
Williams, Nate - Alternate Teacher
Socarras, Vicky - Educational Support Employee
Price, Annette - Alternate Educational Support Employee
Gottlieb, Amanda - Parent
Goldstein, Monica - Parent
Joseph, Shawanda - Parent
Major, Kevin - Parent
Morton, Karen - Alternate Parent
Sherit, Amy - Parent
Stephens, Jamie - Parent
Magnoli, Isabella - Student Council President
Deng, Valeria - Student
Pollock, Lauren - Alternate Student
Lang, Andrea - Community Representative
Moskona, Dalit - Community Representative
Ratner, Mindi - Community Representative

Involvement of the SAC in the development of the SIP

The SAC will monitor and review the implementation of the SIP at each meeting. The SAC serves as the representative for input from all education professionals, parents, students, business community, and interest citizens.

Activities of the SAC for the upcoming school year

The SAC will monitor and review the implementation of the SIP and all school operations. The SAC is responsible for final decision-making at the school relating to implementation of school improvement and accountability.

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

SAC funds will be used to support hourly teacher service, and the Manner Matters Program. Additionally, SAC funds may be used to buy or purchase supplies for the program. The SAC will ensure alignment with the use of funds included in each goal area.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cheryl Kushi L

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Bachelor of Science Degree in Elementary Education, Master of Science Degree in Educational Leadership

Performance Record

School Year: '13 '12 '11 '10 '09

School Grade: B B D C C

Rdg Proficiency: 64% 60% 39% 37% 35%

Math Proficiency: 57% 54% 39% 39% 48%

Lrng Gains-Rdg. 72% 67% 55% 63% 59%

Lrng Gains-Math: 63% 63% 58% 69% 71%

Gains-Rdg-25%: 67% 70% 64% 68% 71%

Gains-Math-25%: 63% 51% 74% 81% 69%

Rdg. AMO – Yes No

Math AMO– No No

Fernando Diaz

Asst Principal

Years as Administrator: 15

Years at Current School:

Credentials

Elementary Education Educational Leadership

Performance Record

School Year '13 '12 '11 '10 '09

School Grade : "B" B A A D

Rdg. Proficiency: 64% 60% 70% 73% 41%

Math Proficiency: 57% 54% 67% 68% 39%

Rdg. Lrg. Gains: 72% 67% 65% 69% 57%

Math Lrg. Gains: 63% 63% 70% 69% 65%

Rdg. Lowest 25%: 67% 70% 69% 71% 63%

Math Lowest 25%: 63% 51% 68% 67% 71%

Rdg. AMO – Yes No

Math AMO – No No

Beverly Rosen

Asst Principal

Years as Administrator: 17

Years at Current School: 9

CredentialsEnglish 6-12 Educational Leadership
Gifted Endorsement**Performance Record**

Schol Year: ' 13 '12 '11 '10 '09

School Grade: B B A A A

Rdg. Proficiency: 64% 60% 70% 73% 72%

Math Proficiency: 57% 54% 67% 68% 72%

Rdg. Lrg. Gains: 72% 67% 65% 69% 66%

Math Lrg. Gains: 63% 63% 70% 69% 72%

Rdg. Lowest 25%: 67% 70% 69 % 71% 74%

Math Lowest 25%: 63% 51% 68% 67% 68%

Rdg. AMO – Yes No

Math AMO– No No

Classroom Teachers**# of classroom teachers**

57

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

0%

certified in-field

100, 175%

ESOL endorsed

12, 21%

reading endorsed

13, 23%

with advanced degrees

48, 84%

National Board Certified

3, 5%

first-year teachers

0, 0%

with 1-5 years of experience

5, 9%

with 6-14 years of experience

30, 53%

with 15 or more years of experience

63, 111%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Regular meetings with new teachers and Principal - Principal June 3, 2014
2. Partnering new faculty with veteran faculty - Assistant Principal August 16, 2014
3. Recruiting at job fairs - Counselor/Principal April 5, 2014
4. Soliciting referrals from current employees - Principal August 16- June 3, 2014

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

After reviewing the VAM Detailed Report, teachers whose scores were low were paired with Highly effective teachers within their department and grade level. Mentor teachers shared best practices, effective strategies and creative implementations of the benchmarks. Additionally, every department within our schools met every other Friday within their collaborative planning grade level groups to discuss their data, share best practices, review lesson plans and discuss effective strategies.

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/RtI Leadership Team in conjunction with the Educational Excellence School Advisory Council (EESAC) and principal will be instrumental in compiling the information for implementation of the School Improvement Plan. The team will disaggregate data, monitor the delivery of instructional programs with fidelity, and provide additional support services for students' social and academic success. The problem solving process will begin with identifying the desired behaviors replacing the problem behaviors. Goal statements will be written including the behavior to be measured. Brain-storming will take place and a criterion for achievement will be in place as part of the school improvement plan. Progress monitoring will allow students to receive interventions in order to ensure success and growth. Progress of students and evaluation of the educational needs of individual students will be assessed in a continuous manner by the team.

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

Tier 1: Leadership Team

Principal: (Mrs. Cheryl Kushi) Schedules and facilitates regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. Also, provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also insures the implementation of the MTSS/RtI and provides the necessary development to determine its success.

Assistant Principal: (Ms. Beverlee Rosen and Mr. Fernando Diaz) Facilitates the effective implementation of the goals and objectives delineated by the principal. She ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Student Service Department Chairperson: (Ms. Zoraida Brito-Miguez) provides expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community organizations for continuous support.

SWD Department Chairperson: (Lesli Weitzner) Provides guidance for SWD teacher, students, and families to support their academic and social development. She facilitates the monitoring and maintaining of all documentation and professional growth activities related to Exceptional Student Education.

Reading Department Chairperson: (Ms. Connie Carr) Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Speech/Language Therapist: (Ms. Ericka Beghin) Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systematic patterns of student need with respect to language skills.

Behavioral Therapist: (Dr. Kelly Scalin) Help our students understand that if they change their behavior,

they can change their mood, surroundings and reactions to stimuli.

Language Arts Department Chairperson and the Testing Chairperson (Mrs. Edith Green) - Provides the assessment data results, assist in monitoring the implementation of Reading strategies and best practices

Social Studies Department Chairperson: (Mr. John Kocur)

ESSAC Members: (see list section B)

Mathematics Department Chairperson - Ms. Marcia Stein

Science Department Chairperson - Ms. Kent Landon

Gifted Department Chairperson - Ms E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2:

These members of the MTSS Leadership Team will conduct regular Monthly meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Language Arts Department Chairperson, Electives Department Chairperson, and Testing Chairperson- Mrs. Edith Green

Social Studies Department Chairperson - Mr. John Kocur

Mathematics Department Chairperson - Ms. Marcia Stein

Science Department Chairperson - Ms. Kent Landon

Gifted Department Chairperson - Ms E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

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

Tier 3:

the Principal, counselors, 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 MTSS/RtI and & Literacy Leadership team will meet on a bi-monthly basis to discuss and identify students who are at risk for failure by using screening utilizing instruments such as Curriculum-Based measurement. The Leadership Team will engage in the development of high yield instructional strategies to enhance academic success. The team will further monitor, maintain, and modify progress data, and identify professional growth activities to increase staff readiness level in critical instruction, focus areas, and student behavioral concerns. Students will be given sample tests composed of material from their academic curriculum. Once the at-risk students are identified, interventions and strategies will be implemented to address the concerns. Representatives from the MTSS/RtI & Literacy Leadership Team will meet with departments in the school in order to organize and evaluate the progress. The departments will work in collaboration to problem solve and increase the level of interventions as needed. Diagnostic assessments will be administered and evaluated on an on-going basis. 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

The following data will be used to drive instruction: Baseline Data Sources, Interim Assessments, School-site generated Pretest, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Networks (PMRN), Florida Comprehensive Assessment Test (FCAT). The data sources used to summarize data at the Tier 1 level involves problems in the general education

classroom setting. The data from Curriculum-Based assessments in all areas of the curriculum and from the Baseline and Interim Tests will be evaluated. Interventions resulting from the findings of all of these tests will be initiated. At the Tier 2 level, group interventions are targeted. The analysis of the results from the data sources such as, Curriculum-Based assessments, Baseline and Interim Tests will allow the team to target students that need additional academic assistance. At the Tier 3 level, intensive individualized interventions are necessary. The problem solving method utilized will be a systematic use of data that determines decisions about the services needed.

Data, from the following reports, will be used to monitor student engagement: Detention, Suspension/Expulsion Report, Teacher/Student Climate surveys and the Attendance report.

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

In order to support the MTSS/RtI additional Early Release Professional Activities will be conducted during September, November, January, and February, and March based on the needs assessment results from Survey Monkey Data. The MTSS/RtI Leadership Team will also evaluate additional staff professional development needs by conducting quarterly surveys using the evaluation tool Survey Monkey.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 1,200

The school provides after school enrichment and tutorial activities including but not limited to clubs such as SECME, Peer-Tutoring, Homework Labs, athletic activities, before and after school computer lab accessibility to programs such as Reading Plus, FCAT Explorer, Gizmos, Florida Achieve Focus, and Compass Learning.

Professional Development will be provided during early release instructional days, departmental, and team meetings for instructional staff. School staff will participate in activities to understand basic MTSS/Rtl principles and procedures, and data chats using region data protocols. Departmental data chats will be conducted during August, October, January, and February using the evaluation tool North Regional Data Protocols.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

School wide use of Edusoft and Pearson Access allows the school to collect data during baseline, fall, and winter interim exams. The resulting data is analyzed during departmental and faculty meetings, at grade level PLC meetings, and during professional development activities.

Who is responsible for monitoring implementation of this strategy?

The principal, assistant principals, department heads, and testing chairperson, are responsible for the dissemination of the resultant data. Teachers will then implement strategies to modify instruction based on these results.

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

Name	Title
Kushi, Cheryl	Principal
Diaz, Fernando	Assistant Principal
Rosen, Beverlee	Assistant Principal
Brito-Miguez, Zoraida	Student Service Department Chair
Carr, Connie	Reading Department Chair
Green, Edith	Language Arts Department Chair
Kocur, John	Social Studies Department Chair
Landon, Kent	Science Department Chair
McFarland, Robert	ELL Department Chair
Messinger, E	Gifted Department Chair
Stein, Marcia	Math Department Chair
Weitzner, Lesli	SWD Department Chair

How the school-based LLT functions

The major function of the LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading department chairperson, and Language Arts Department Chairperson will mentor reading teachers, content area teachers, and other principal appointees.

The meetings take place once a week and ideas and valuable information are shared. The team's function is to make school-wide decisions that relate to the consistency and continuous efficient flow of the literacy process throughout the school year.

Major initiatives of the LLT

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational literacy goals in a positive direction. The team works together to problem solve in all areas of curriculum and provide reading best practices and strategies

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

The responsibility of teaching reading is an integral part of the educational plan. The school Reading Focus Calendar will be distributed and posted in each classroom. The Focus Calendar will be determined by disaggregated data results from the 2013 FCAT 2.0 and the Baseline Test issued in August, 2013. Professional Development will be provided on Early Release days. Instruction will be given on the utilization of Scientifically Based Reading Strategies and developing Depth of Knowledge instructional techniques.

College and Career Readiness

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

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

The elective courses we offer are Art, Music (Band, Orchestra, Chorus) and Computer Applications in Business. Through these course and the infusion of the Common Core Standards and College Readiness Standards, students are able to make the connection between subject and relevance to their future.

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

Through the United States History course, all 8th Grade students complete activities using the Career Cruiser resource guide. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Also, the students participate in the Florida CHOICES program where they identify careers that match their interest, plan high school courses, start post secondary planning and create a personalized career list.

Strategies for improving student readiness for the public postsecondary level

Highland Oaks Middle School implements strategies to improve student readiness for educational opportunities at the secondary level. It is the goal of our school to steadily increase student enrollment in Algebra 1, Geometry, and Biology. In addition, we are implementing programs to increase proficiency in Reading, Mathematics, Science, and Civics.

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	67%	64%	No	70%
American Indian				
Asian	70%	71%	Yes	73%
Black/African American	63%	55%	No	66%
Hispanic	65%	65%	Yes	69%
White	81%	82%	Yes	83%
English language learners	38%	30%	No	44%
Students with disabilities	40%	29%	No	46%
Economically disadvantaged	61%	59%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	355	28%	34%
Students scoring at or above Achievement Level 4	434	34%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	68	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	25%	33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		

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	208	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	57%	No	66%
American Indian				
Asian	70%	96%	Yes	73%
Black/African American	54%	45%	No	59%
Hispanic	60%	55%	No	64%
White	83%	82%	Yes	84%
English language learners	40%	40%	Yes	46%
Students with disabilities	35%	26%	No	42%
Economically disadvantaged	54%	49%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	26%	42%
Students scoring at or above Achievement Level 4	164	17%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		98%	98%
Middle school performance on high school EOC and industry certifications		96%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	57%	57%
Students scoring at or above Achievement Level 4	86	35%	35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	41	93%	93%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	25%	29%
Students scoring at or above Achievement Level 4	41	12%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	23%	23%
Students scoring at or above Achievement Level 4	32	74%	74%

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)	4		7
Participation in STEM-related experiences provided for students	30	7%	9%

Area 6: Career and Technical Education (CTE)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	163	12%	11%
Students who fail a mathematics course	53	4%	3%
Students who fail an English Language Arts course	59	5%	4%
Students who fail two or more courses in any subject	54	4%	3%
Students who receive two or more behavior referrals	313	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	340	26%	25%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our Parental Targets for the 2013-2014 school years is to Increase the number of parent engagement and participation in our school especially parents of students scoring in the lowest performing quartile or suggroups not meeting AMO.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
number of parent engagement opportunities offered in the school year	14	47%	50%
• average number of parents in attendance at parent engagement opportunities	532	44%	48%
• percent of parents who participated in parent engagement opportunities	35	6%	9%
• percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	199	8%	10%

Area 10: Additional Targets**Additional targets for the school**

NA

Specific Additional Targets

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

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicated that 64% of students scored at or above proficiency. Our goal for the 2013- 2014 school year is to increase the number of students at proficiency by 6 percentage points to 70%.

- G2.** Results of the 2013 FCAT 2.0 Writing Test indicated that 54% of All eighth grade students scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase the number of student at proficiency by 5 percentage points to 59%.

- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicated that 57% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 9 percentage points to 66%.

- G4.** The results of the 2013 Algebra EOC and Geometry EOC indicated that 98% of our middle school students participated in high school EOC and 96% of them were proficient.

- G5.** The results of the 2013 Algebra EOC Test indicated that 92% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 5 percentage points to 97%.

- G6.** Results of 2013 Geometry EOC indicated that 98% of the students achieved proficiency. Our goal is to increase the number of students at proficiency by 1 percentage points to 99%.

- G7.** The results of the 2013 FCAT 2.0 Science Test indicated that a total of 37% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 6 percentage points to 43%.

- G8.** The results of the 2013 Biology EOC Assessment indicated that 97% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 2 percentage pint to 99%.

- G9.** Increase the number STEM-related experiences provided to the students from 4 to 7. Also we will increase the number of participants in STEM related activities from 7% to 9%.

- G10.** The results of the 2013 Baseline Grade 7 Civics Assessment indicates that 3% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 10 percentage points to 13%.

- G11.** This year the school-wide goal is to increase attendance by 5 percentage points and decrease the total number of suspensions by 1%,

- G12.** Our goal for the 2013 – 2014 school year is to increase the number of parent engagement opportunities offered in the school by 3 percentage points, from 47% to 50%. Additionally, we would like to increase the percent of parent participation of the stude

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicated that 64% of students scored at or above proficiency. Our goal for the 2013- 2014 school year is to increase the number of students at proficiency by 6 percentage points to 70%.

Targets Supported

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

Resources Available to Support the Goal

- 1. Reading Plus 2. FCAT Explorer 3. Graphic Organizers 4. Online McDougal Littell Classzone resources will be utilized to aid with comprehension, vocabulary, and fluency skills 5. Florida FOCUS

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading Test indicated that 55% of the Black, 29% of Students with disabilities (SWD), 59% of Economically disadvantaged (ED), and 30% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Reading Test were Reporting Categories 2 and 3: Reading Application and Literary Analysis due to limited exposure to comparing and contrasting elements in multiple text and analyzing text structures.
- Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 28% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Author's Purpose, Perspective and Bias and Text Features from charts and graphs.
- Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 34% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Text Structures and Organizational Patterns and Locating and Analyzing the Elements of Plot Structure and locating and analyzing the author's use of allusion and descriptive language.
- Performance data indicated that 72% of the students achieved learning gains on the 2013 FCAT 2.0 Reading Assessment administration. Following a review of the data students making learning gains need improvement in the areas of Reporting Categories 1. Students experienced difficulty in identifying and understanding meaning of conceptually advanced prefixes, suffixes, and root words. Additionally, students had difficulty in Category 2, determining the main idea or essential message in grade level text.
- Performance data indicated that 67% of the students in the lowest 25% achieved learning gains on the 2013 FCAT 2.0 Reading Assessment administration. Following a review of the data the lowest 25% of students need improvement in the areas of Reporting Categories 2. Students experienced difficulty in comparing and contrasting elements in multiple text.
- Performance data from the Comprehensive English Language Learning Assessment (CELLA) indicated that 61% of the students scored proficiently in Listening/Speaking. But students have language difficulties and a reluctance to speak English.
- Performance data from the Comprehensive English Language Learning Assessment (CELLA) indicated that 36% of the students scored proficiently in Reading. As noted on the administration of the CELLA Test, ELL students need additional support in the areas of vocabulary and grammar.
- Performance data from the Comprehensive English Language Learning Assessment (CELLA) indicated that 25% of the students scored proficiently in Writing. As noted on the administration

of the CELLA Test, students have difficulty in the areas of descriptive writing, elaborating, figurative language, revising and editing.

Plan to Monitor Progress Toward the Goal

Quarterly

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Following the FCIM model, Interim Assessment data and FCAT 2.0.

Evidence of Completion:

Formative: District Interim Assessments and FAIR Summative: 2014 CELLA.

G2. Results of the 2013 FCAT 2.0 Writing Test indicated that 54% of All eighth grade students scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase the number of student at proficiency by 5 percentage points to 59%.

Targets Supported

- Writing

Resources Available to Support the Goal

- EssaySmart Editor's checklist and rubrics. Writing samples and anchor papers FCAT Blitz
McDougal- Littell Writing Resources

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Writing indicated that 54% of 8th grade students were proficient in writing a Persuasive Essay. The areas of deficiency were in the areas of support or elaboration and spelling and conventions.
- Results of the 2013 FCAT 2.0 Writing indicated that 54% of 8th grade students were proficient in writing a Persuasive Essay. The areas of deficiency were in utilizing persuasive techniques, establishing and developing a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence.

Plan to Monitor Progress Toward the Goal

Writing prompts that monitor students' progress and allows teachers to redirect focus as needed.

Person or Persons Responsible

Administration, Language Arts Department Chair, LLT and MTSS.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Tests: Scores on monthly writing assessments and District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicated that 57% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 9 percentage points to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Holt McDougal Mathematics and online resource GIZMO Manipulative iPrep -Carnegie Learning Materials and online resources FCAT Explorer Florida Achieve FOCUS

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Mathematic Test indicated that 45% of the Black, 26% of Students with disabilities (SWD), 49% of Economically disadvantaged (ED), and 40% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Mathematics Test were in Reporting Categories 3: Geometry and Measurement for all grade levels and all reporting categories for grade 7 and 8.
- Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 26% of the students achieved proficiency. Their areas of deficiency were Reporting Mathematics Categories3: Geometry and Measurement and Reporting mathematics Category 4: Statistics and Probability.
- Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 17% of the students achieved proficiency. Their area of deficiency were Report Mathematics Categories3: Geometry and Measurement.
- Performance data indicated that 63% of the students achieved learning gains on the 2013 FCAT 2.0 Mathematics Assessment administration. Following a review of the data students making learning gains need improvement in all the Reporting Categories
- Performance data indicated that 63% of the lowest 25% of students achieved learning gains on the 2013 FCAT 2.0 Mathematics Assessment administration. Following a review of the data student s in the lowest 25% need improvement in all the Reporting Categories.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interim Assessments. Summative Assessment: Results for the 2014 FCAT 2.0

G4. The results of the 2013 Algebra EOC and Geometry EOC indicated that 98% of our middle school students participated in high school EOC and 96% of them were proficient.

Targets Supported

Resources Available to Support the Goal

- The e2020 and teacher generated resources

Targeted Barriers to Achieving the Goal

- According to results of the 2013 Algebra EOC and Geometry EOC assessment, performance in EOC courses will increase by 1% from 98% to 99%.
- According to results of the 2013 Algebra EOC and Geometry EOC assessment, participation in EOC courses will increase by 1% from 96% to 97%.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative: Algebra 1 EOC and Geometry EOC

G5. The results of the 2013 Algebra EOC Test indicated that 92% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 5 percentage points to 97%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Prentice Hall Algebra 1 and online resources

Targeted Barriers to Achieving the Goal

- According to results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring at Level 3 was Reporting Category 3 – Rationales, Radicals, Quadratics. Students need reinforcement in understanding and memorizing formulas.
- According to results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring at Level 4 and 5 was Reporting Category 3 – Rationales, Radicals, Quadratics. Students need reinforcement in understanding and memorizing formulas.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Algebra EOC

Person or Persons Responsible

Administrators, Math Department Head and MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative : District Interim Assessments Summative: Results from the 2014 Algebra EOC Assessment

G6. Results of 2013 Geometry EOC indicated that 98% of the students achieved proficiency. Our goal is to increase the number of students at proficiency by 1 percentage points to 99%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- ? Students will be provided with opportunities to use a variety of triangles to solve problems. ? Smartboard software will be used to draw various polygons and triangles investigate interior angles. ? Computer-based, individualized instruction – Gizmo and Odyssey Key Curriculum Press: Discovering Geometry

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3 as noted on the 2013 Geometry EOC administration indicated that 5% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Three Dimensional Geometry and Trigonometry and Discrete Mathematics.
- Performance data for students scoring at Level 4 and 5 as noted on the 2013 Geometry EOC administration indicated that 93% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Three Dimensional Geometry and Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Assessment(s) Formative: District Assessments: Thinkgate Reports

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule:

Focused weekly meetings by grade level teachers to ensure strategy is addressing targeted deficiencies. Data Chats with colleagues as well as with students on a one on one basis

Evidence of Completion:

2013 Geometry EOC Assessments

G7. The results of the 2013 FCAT 2.0 Science Test indicated that a total of 37% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 6 percentage points to 43%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- ? A focus on hands-on experimentation and the development of experimental analysis based skills. ? Activities utilizing a variety of graphic aids, such as graphs and charts, will be used to increase scientific thinking and development of inquiry-based activities. ? Students will use technology to research in planning and documenting results of investigations FCAT Explorer Florida Achieve FOCUS Pearson Interactive Science Foundations of Physical Science

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 25% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Physical Science, specifically analyzing the scientific method used to develop an experiment.
- Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 12% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Physical Science, specifically analyzing the scientific method used to develop an experiment.

Plan to Monitor Progress Toward the Goal

Interim EOC Assessments

Person or Persons Responsible

Administration and Science Department Chair.

Target Dates or Schedule:

On-going analysis of class work, class projects and application of skills. Teacher made assessments and Science Fair.

Evidence of Completion:

Formative: Monthly assessments. Summative: 2014 FCAT 2.0 Science assessment.

G8. The results of the 2013 Biology EOC Assessment indicated that 97% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 2 percentage points to 99%.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Access technology tutorials GIZMOS Discovery PBS Learning Media FCAT Explorer Florida Achieve FOCUS Pearson: Biology Textbook

Targeted Barriers to Achieving the Goal

- According to the 2013 Biology EOC assessment, 23% of the students achieved a Level 3. Analysis of the data indicates that the students require additional support in the area of understanding Molecular and Inter-cellular structures.
- According to the 2013 Biology EOC assessment, 74% of the students achieved a Level 4 or 5. Analysis of the data indicates that the students require additional support in the area of understanding Molecular and Inter-cellular structures.

Plan to Monitor Progress Toward the Goal

Follow FCIM data from Interim and Biology EOC

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative : 2014 Biology EOC

G9. Increase the number STEM-related experiences provided to the students from 4 to 7. Also we will increase the number of participants in STEM related activities from 7% to 9%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Develop discussions and inquiry-based activities that allow for testing of the hypothesis, data analysis, and explanation of variables. Increase participation in Science Fair and extra-curricular support such as participation in SECME or Builder's Club. Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities. Teachers attend curriculum and leadership CTSSO Advisor training at the district and /or state level

Targeted Barriers to Achieving the Goal

- STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content.
- Students have few opportunities for advanced level STEM learning activities within the school.

Plan to Monitor Progress Toward the Goal

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks.

Person or Persons Responsible

Administration, Science Department, Science Department Chair, and Mathematics Department Chair

Target Dates or Schedule:

Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.

Evidence of Completion:

Student participation Log in Science and Mathematics related activities.

G10. The results of the 2013 Baseline Grade 7 Civics Assessment indicates that 3% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 10 percentage points to 13%.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students are in need of additional support to incorporate prior knowledge and conceptualize understanding of Government Policies, Organization and Functions of Government, Origins and Purposes of Law and Government, and Roles, Rights and Responsibilities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessment and teacher utilization of Edusoft to monitor progress.
Summative: 2013 Civics EOC Assessment

G11. This year the school-wide goal is to increase attendance by 5 percentage points and decrease the total number of suspensions by 1%,

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- The incorporation of the “Manners Matter” Program throughout the school Building counseling in the CSI Program. The DIVA, Role Model Programs, and outside agencies (Rachel’s Channenge) and resources for students and parents will help students to improve student attitudes, behaviors, and interpersonal relationships.

Targeted Barriers to Achieving the Goal

- Attendance data for students missing 10% or more of available instructional time is 12%. Student illnesses are considered a barrier to the attendance rate.
- Early Warning Systems data for percentage of students who receive two or more behavior referrals is 25%. This barrier is due to students lack of social and problem solving skills in everyday interpersonal relationships.
- Early Warning Systems data for percentage of students failing two or more courses in any subject is 4%. this barrier is due to student illnesses, anticipated school safety and truancy and suspensions are considered barriers to the failure rate.

Plan to Monitor Progress Toward the Goal

Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.

Person or Persons Responsible

Administration, Leadership Team, Support Staff.Team Leaders, and Custodial Staff and P.R.I.D.E Committee.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Review of attendance rosters.

G12. Our goal for the 2013 – 2014 school year is to increase the number of parent engagement opportunities offered in the school by 3 percentage points, from 47% to 50%. Additionally, we would like to increase the percent of parent participation of the stude

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Using Social Networking tools to create another forum for meeting information to be dispersed. Additionally, staff will make phone calls to personally invite parents to school functions that are held at convenient times for parents. Ensure that PTSA meetings are held in the PM. Use monthly parent workshops highlighting subject specific information held at convenient times for parents. Family members, students, and teachers are invited to participate in workshops to learn how the school uses assessment results to improvement student achievement.

Targeted Barriers to Achieving the Goal

- Parent participation needs to increase due to scheduling problems. Parents need more information and understanding of the Next Generation Sunshine State Standards and how they impact instruction and testing. Parents need to increase their knowledge and understanding of student data (Baseline, Mid-Year, FAIR, and FCAT) and how the data impacts instruction.

Plan to Monitor Progress Toward the Goal

Sign-in sheets, phone logs, and parent surveys. Parental Involvement Monthly, and School Reports.

Person or Persons Responsible

School Administration, PTSA Liaison and Department Chairpersons.

Target Dates or Schedule:

Review sign in sheets to determine the number of parents attending school functions.

Evidence of Completion:

Sign-in sheets, phone logs, and parent surveys. Parental Involvement Monthly, and School Reports.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicated that 64% of students scored at or above proficiency. Our goal for the 2013- 2014 school year is to increase the number of students at proficiency by 6 percentage points to 70%.

G1.B1 The results of the 2013 FCAT Reading Test indicated that 55% of the Black, 29% of Students with disabilities (SWD), 59% of Economically disadvantaged (ED), and 30% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Reading Test were Reporting Categories 2 and 3: Reading Application and Literary Analysis due to limited exposure to comparing and contrasting elements in multiple text and analyzing text structures.

G1.B1.S1 Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. They will also be encouraged to read a wide variety of text. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Teachers should help students use graphic organizers to see patterns and summarize the main points.

Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work and cite generated assessments, including benchmarks and District Interim Assessments

Facilitator:

Reading and Language Arts Department Chair and Leadership Team

Participants:

Schoolwide

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

Following the FCIM model results from CAP-Computer Assisted Program such as FCAT Explorer, Reading Plus, teacher generated tests and quizzes, and District Interim Assessments will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

Administration, MTSS, along with the Literacy Leadership Team (LLT) will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments- McDougal Littell Literature Series, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model using data from Interim and FCAT 2.0.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment.

G1.B2 Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 28% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Author's Purpose, Perspective and Bias and Text Features from charts and graphs.

G1.B2.S1 Students will 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. Students will be encouraged to read from a wide variety of texts. Additionally, students will identify and analyze Text Features (e.g., headings, subheadings, titles, subtitles, captions, text boxes, bold or italicized text, charts and graphs, illustrations, maps, diagrams, stanzas).

Action Step 1

Common Core Training and District Pacing Guide

Person or Persons Responsible

All Language Arts, Reading, Social Studies and Elective Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and cite generated assessment, including district benchmarks.

Facilitator:

LLT

Participants:

School-wide

Action Step 2

CRISS Strategies

Person or Persons Responsible

All Language Arts, Reading, Social Studies and Elective Teachers

Target Dates or Schedule

As posted from the District

Evidence of Completion

Student Work and Assessments

Facilitator:

District CRISS Trainer

Participants:

Schoolwide

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

Following the FCIM model, Interim and bi-weekly assessment data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

Administration, MTSS, along with the Literacy Leadership Team (LLT) will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

District and classroom assessments focusing on specific standards in each category, in order to make adjustments to instruction.

Person or Persons Responsible

Administration, MTSS along with the Literacy Leadership Team (LLT) will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: CAP-Computer Assisted Program reports from FCAT Explorer, Reading Plus. McDougal Littell, and District Interim Assessments

G1.B3 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 34% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Text Structures and Organizational Patterns and Locating and Analyzing the Elements of Plot Structure and locating and analyzing the author's use of allusion and descriptive language.

G1.B3.S1 Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Students will be encouraged to read from a wide variety of texts and Locate and analyze an author's use of allusions and descriptive in various text.

Action Step 1

CRISS Strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 2013

Evidence of Completion

Student work, cite generated assessments, including benchmarks

Facilitator:

Language Arts Chair and District CRISS Trainer

Participants:

Schoolwide

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

Following the FCIM model, bi-weekly assessments data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

Administration, MTSS along with the Literacy Leadership Team (LLT) will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s): Formative: CAP-Computer Assisted Program reports from FCAT Explorer, Reading Plus, McDougal Littell Literature Series and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessments data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

Administration along with the Literacy Leadership Team will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s): Formative: CAP-Computer Assisted Program reports from FCAT Explorer, Reading Plus, McDougal Littell Literature Series and District Interim Assessments

G1.B4 Performance data indicated that 72% of the students achieved learning gains on the 2013 FCAT 2.0 Reading Assessment administration. Following a review of the data students making learning gains need improvement in the areas of Reporting Categories I. Students experienced difficulty in identifying and understanding meaning of conceptually advanced prefixes, suffixes, and root words. Additionally, students had difficulty in Category 2, determining the main idea or essential message in grade level text.

G1.B4.S1 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students will use graphic organizers (e.g., note taking, mapping) and summarization activities.

Action Step 1

Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and cite-generated assessments, including benchmarks.

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

Following the FCIM model, biweekly assessment data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

Administration along with the Literacy Leadership Team (LLT) will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, biweekly assessment data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: McDougal Littell Literature Series, Quizzes/Test and Interim Assessments

G1.B5 Performance data indicated that 67% of the students in the lowest 25% achieved learning gains on the 2013 FCAT 2.0 Reading Assessment administration. Following a review of the data the lowest 25% of students need improvement in the areas of Reporting Categories 2. Students experienced difficulty in comparing and contrasting elements in multiple text.

G1.B5.S1 Students will compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).

Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite generated assessments, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: McDougal Littell Literature Series, Quizzes/Tests and Interim Assessments.

G1.B6 Performance data from the Comprehensive English Language Learning Assessment (CELLA) indicated that 61% of the students scored proficiently in Listening/Speaking. But students have language difficulties and a reluctance to speak English.

G1.B6.S1 Teachers will focus on conversational extended speech and short talks.

Action Step 1

Cooperative learning role/playing and modeling will be used as techniques to improve listening and speaking. Additionally, Students will use direct language and repetition including read aloud.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite generated assessments including benchmarks.

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McDougal Littell Literature Series, Quizzes/Tests and Interim Assessments.

G1.B7 Performance data from the Comprehensive English Language Learning Assessment (CELLA) indicated that 36% of the students scored proficiently in Reading. As noted on the administration of the CELLA Test, ELL students need additional support in the areas of vocabulary and grammar.

G1.B7.S1 Teachers will focus on root words, affixes, synonyms, antonyms, words in context, and strategies for utilizing context clues.

Action Step 1

Task cards will be utilized for instruction. Cooperative learning will take place in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Students work and cite generated assessments including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments- McDougal Littell Series, Quizzes/Tests, Interim Assessment and FAIR.

G1.B8 Performance data from the Comprehensive English Language Learning Assessment (CELLA) indicated that 25% of the students scored proficiently in Writing. As noted on the administration of the CELLA Test, students have difficulty in the areas of descriptive writing, elaborating, figurative language, revising and editing.

G1.B8.S1 Teachers will focus on composition of sentences and paragraphs, support, and conventions.

Action Step 1

Students will write in personal journals and letter writing. Graphic organizers will be utilized.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: McDougal Littell Literature Series, Quizzes/Tests, FAIR and Interim Assessments.

G2. Results of the 2013 FCAT 2.0 Writing Test indicated that 54% of All eighth grade students scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase the number of student at proficiency by 5 percentage points to 59%.

G2.B1 Results of the 2013 FCAT 2.0 Writing indicated that 54% of 8th grade students were proficient in writing a Persuasive Essay. The areas of deficiency were in the areas of support or elaboration and spelling and conventions.

G2.B1.S1 Students will draft writing that Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Students will edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Students will use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences.

Action Step 1

Students will utilize writing strategies and Writing Across the Curriculum resources with rubrics and Anchor papers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Observation and student writing portfolios

Facilitator:

Language Arts Department Chair

Participants:

Schoolwide

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

Administration, MTSS, Language Arts Department Chair, LLT and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative:: Scores on monthly writing assessments and District Interim Assesments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

Administration, Language Arts Department Chair, LLT and MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly writing assessments and District Writing Assessments

G2.B2 Results of the 2013 FCAT 2.0 Writing indicated that 54% of 8th grade students were proficient in writing a Persuasive Essay. The areas of deficiency were in utilizing persuasive techniques, establishing and developing a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence.

G2.B2.S1 Students will establish and maintain a formal style and use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence.

Action Step 1

Students will utilize writing strategies and Writing Across the Curriculum resources with rubrics and Anchor papers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observation and student writing portfolios

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

Following the FCIM model, biweekly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, biweekly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - McDougal Littell Essay Smart, Quizzes/Test and Interim Assessments.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicated that 57% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 9 percentage points to 66%.

G3.B1 The results of the 2013 FCAT Mathematic Test indicated that 45% of the Black, 26% of Students with disabilities (SWD), 49% of Economically disadvantaged (ED), and 40% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Mathematics Test were in Reporting Categories 3: Geometry and Measurement for all grade levels and all reporting categories for grade 7 and 8.

G3.B1.S1 Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed. 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 rational numbers, properties, and linear equations. Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. Provide opportunities for students to read and interpret data in a graphic display, including histograms, stem-and-leaf plots, and circle graphs.

Action Step 1

Whole group and small group instruction. Differentiated instruction for students. Special classes have been designated to target students who have not achieved proficiency. Use of computer-based programs to remediate and challenge. Provide opportunities for students to find the areas and perimeters of composite two-dimensional figures

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessments, including benchmarks.

Facilitator:

Mathematics Department Chair and District Mathematics Trainer

Participants:

School-wide and departmentalize

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Holt McDougal Series, quizzes/test and ilterim Assessments

G3.B2 Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 26% of the students achieved proficiency. Their areas of deficiency were Reporting Mathematics Categories3: Geometry and Measurement and Reporting mathematics Category 4: Statistics and Probability.

G3.B2.S1 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.

Action Step 1

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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Hlot McDougal Mathematics Series, Quizzes/Tests and Interim Assessments.

G3.B3 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 17% of the students achieved proficiency. Their area of deficiency were Report Mathematics Categories3: Geometry and Measurement.

G3.B3.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

Facilitator:

Mathematics Chair

Participants:

Mathematics Department

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Holt McDougal Mathematics Series, Quizzes/Tests and Interim Assessments.

G3.B4 Performance data indicated that 63% of the students achieved learning gains on the 2013 FCAT 2.0 Mathematics Assessment administration. Following a review of the data students making learning gains need improvement in all the Reporting Categories

G3.B4.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement.

Action Step 1

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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

Facilitator:

Mathematics Department Chair

Participants:

Mathematics Department

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Holt McDougal Mathematics Series, Quizzes/Tests and Interim Assessments

G3.B5 Performance data indicated that 63% of the lowest 25% of students achieved learning gains on the 2013 FCAT 2.0 Mathematics Assessment administration. Following a review of the data student s in the lowest 25% need improvement in all the Reporting Categories.

G3.B5.S1 Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of expressions and equations as indicated by data reports.

Action Step 1

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assesments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Holt McDougal Mathematics Series, Quizzes/Tests and Interim Assessments.

G4. The results of the 2013 Algebra EOC and Geometry EOC indicated that 98% of our middle school students participated in high school EOC and 96% of them were proficient.

G4.B1 According to results of the 2013 Algebra EOC and Geometry EOC assessment, performance in EOC courses will increase by 1% from 98% to 99%.

G4.B1.S1 Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.

Action Step 1

Utilization of the Computer-based, individualized instruction programs – Edgenuity (e2020) and Algebra Nation. These programs provide "check-points" to monitor student progress. Review and repetition utilizing differentiated instruction for remediation or enrichment on a weekly basis. Individualized instruction which provides immediate feedback.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests, mid-term exams and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Discovering Geometry and Prentice Hall Algebra 1 Series, Quizzes/Tests and Interim Assessments.

G4.B2 According to results of the 2013 Algebra EOC and Geometry EOC assessment, participation in EOC courses will increase by 1% from 96% to 97%.

G4.B2.S1 Teacher and counselor will identify high performing level 3 students in the FCAT Mathematics assessment and enroll them in Algebra 1 courses. Also, high performing 7th and 8th grade students from Algebra 1 classes will be placed in Geometry courses.

Action Step 1

Identify potential students to participate in Algebra 1 and Geometry courses.

Person or Persons Responsible

Mathematic Teachers and counselors

Target Dates or Schedule

After the Mathematics Baseline Assessment and after the FCAT 2.0 mathematics Assessment

Evidence of Completion

Number of students enrolled in Algebra 1 and Geometry courses in ASPEN and ISIS.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Following the FCIM Model assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

Administrations and LLT

Target Dates or Schedule

Anually

Evidence of Completion

Results of 7th grade and 8th grade Baseline Assessment and FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM Model assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Anually

Evidence of Completion

Number of student enrolled in EOC courses.

G5. The results of the 2013 Algebra EOC Test indicated that 92% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 5 percentage points to 97%.

G5.B1 According to results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring at Level 3 was Reporting Category 3 – Rationales, Radicals, Quadratics. Students need reinforcement in understanding and memorizing formulas.

G5.B1.S1 Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.

Action Step 1

Computer-based, individualized instruction – Gizmo and Compass Learning Programs. Review and repetition utilizing differentiated instruction for remediation or enrichment on a weekly basis. Individualized instruction which provides immediate feedback.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Prentice Hall Algebra 1 Series, Quizzes/Tests and Interim Assessments.

G5.B2 According to results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring at Level 4 and 5 was Reporting Category 3 – Rationales, Radicals, Quadratics. Students need reinforcement in understanding and memorizing formulas.

G5.B2.S1 Development of students' critical thinking skills as assessed through word problems associated with Linear Functions and Quadratic Equations. Higher level problem-solving skills are essential for moving these already high level achievers to an even higher level.

Action Step 1

Use graphing calculators and computer-based software to explore elements of functions and equations. Cooperative learning and differentiated instruction on an enrichment level. Use of technology for data analysis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Periodic Assessments and District Interim Data reports.

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Periodic Assessments and District Interim Data reports.

G6. Results of 2013 Geometry EOC indicated that 98% of the students achieved proficiency. Our goal is to increase the number of students at proficiency by 1 percentage points to 99%.

G6.B1 Performance data for students scoring at Level 3 as noted on the 2013 Geometry EOC administration indicated that 5% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Three Dimensional Geometry and Trigonometry and Discrete Mathematics.

G6.B1.S1 Differentiate instruction for students. Students will engage in hands-on activities related to real world situations and weekly investigations.

Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

Facilitator:

Mathematics Department

Participants:

Mathematics Department

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Follow FCIM using data from Interim and Geometry EOC

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Discovering Geometry Series, Quizzes/Tests and Interim Assessments

G6.B1.S2 Provide opportunities for students to practice the content so they will be able to determine measures of interior or exterior angles of regular polygons.

Action Step 1

Teachers will support mathematical fluency and problem solving skills in situations involving angles and polygons by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and mini assessment

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Quiz, mini benchmark assessments

Plan to Monitor Effectiveness of G6.B1.S2

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments, Quiz/Tests

G6.B2 Performance data for students scoring at Level 4 and 5 as noted on the 2013 Geometry EOC administration indicated that 93% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Three Dimensional Geometry and Trigonometry and Discrete Mathematics.

G6.B2.S1 Computer-based, individualized instruction – e2020. Provide visual stimulus to develop students' spatial sense. Differentiate instruction for students.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments- Edusoft Reports, Quizzes/Test

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments- Edusoft Reports, Quizzes/Test

G6.B2.S2 Solve problems by using or deriving formulas for perimeter and area of polygons and determine how changes in dimensions affect the perimeter or area of triangles or quadrilaterals.

Action Step 1

Teachers will provide the opportunities for students to practice solving perimeter and area formulas in triangles or quadrilaterals

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and computer-generated test and quizzes.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Mini-assessments, quizzes and tests

Plan to Monitor Effectiveness of G6.B2.S2

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments, Quizzes and Tests

G7. The results of the 2013 FCAT 2.0 Science Test indicated that a total of 37% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 6 percentage points to 43%.

G7.B1 Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 25% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Physical Science, specifically analyzing the scientific method used to develop an experiment.

G7.B1.S1 Examine and explore student misconceptions using formative assessments. Provide opportunities for students to apply real-world scenarios and conduct laboratory investigations that require calculating, manipulating and solving problems.

Action Step 1

Provide classroom opportunities for students to design and develop science and engineering projects through enrollment in SECME and participation in Science Fair.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

completion of Science Fair Projects

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Science Fair Projects

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Test and Interim Assesments

G7.B2 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 12% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Physical Science, specifically analyzing the scientific method used to develop an experiment.

G7.B2.S1 Vocabulary instruction will be implemented using continuous review/practice when learning science concepts. Visual stimuli will be provided and students will observe real-time activities to determine outcomes.

Action Step 1

Students will receive instructions using Common Core Strategies Instruction and hands on and a combination of text and visuals so students can manipulate and explore actions and outcomes will be utilized.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

Facilitator:

Science Department Chair

Participants:

Science Department

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

Following the FCIM Model bi-weekly assessment data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Quizzes/Tests and Interim Assessments

G8. The results of the 2013 Biology EOC Assessment indicated that 97% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 2 percentage points to 99%.

G8.B1 According to the 2013 Biology EOC assessment, 23% of the students achieved a Level 3. Analysis of the data indicates that the students require additional support in the area of understanding Molecular and Inter-cellular structures.

G8.B1.S1 Students performing at the mastery level of this reporting category will generally be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Action Step 1

Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

Facilitator:

Science Department Chair

Participants:

Science Teachers

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

LLT

Person or Persons Responsible

Following the FCIM Model bi-weekly assessment data reports will be reviewed and instructions will be adjusted as needed.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Assessment(s) Formative: District Interim Assessments- Edusoft Reports, Quizzes/Tests

G8.B2 According to the 2013 Biology EOC assessment, 74% of the students achieved a Level 4 or 5. Analysis of the data indicates that the students require additional support in the area of understanding Molecular and Inter-cellular structures.

G8.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.

Action Step 1

Students performing at the mastery level of this reporting category will consistently be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and site generated assessments.

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments, Mini Assessments from Florida FOCUS

G9. Increase the number STEM-related experiences provided to the students from 4 to 7. Also we will increase the number of participants in STEM related activities from 7% to 9%.

G9.B1 STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content.

G9.B1.S1 Engages students in hands-on, real-world STEM applications through projects and activities. Incorporate an interdisciplinary approach to teaching and learning.

Action Step 1

Teachers may Incorporate critical thinking and problem-solving skills and provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Students work and site generated assessments, including assessments

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

Following the FCIM Model bi-weekly assessment data reports will be review and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Participation Logs

Plan to Monitor Effectiveness of G9.B1.S1

Experiences that provides the students with the opportunity to participate in STEM-related experiences

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Participation logs

G9.B2 Students have few opportunities for advanced level STEM learning activities within the school.

G9.B2.S1 Train teachers on the use of Discovery Education resources to use for increasing STEM integration in CTE instruction. (for example: building background knowledge of scientific principles.)

Action Step 1

Teachers may Incorporate critical thinking and problem-solving skills and provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and generated assessments including benchmarks.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Following the FCIM bi-weekly assessment reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Participation Logs

Plan to Monitor Effectiveness of G9.B2.S1

Experiences that provides the students with the opportunity to participate in STEM-related experiences

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Participation Log

G10. The results of the 2013 Baseline Grade 7 Civics Assessment indicates that 3% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 10 percentage points to 13%.

G10.B1 Students are in need of additional support to incorporate prior knowledge and conceptualize understanding of Government Policies, Organization and Functions of Government, Origins and Purposes of Law and Government, and Roles, Rights and Responsibilities.

G10.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Action Step 1

Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Test and Interim Assessments

Facilitator:

Social Studies Department Chair

Participants:

Civics Teacher and Social Studies Department

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

Utilizing the FCIM method to evaluate data and adjust instructions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Utilizing the FCIM method to evaluate data and adjust instructions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessment and teacher utilization of Edusoft to monitor progress.

G11. This year the school-wide goal is to increase attendance by 5 percentage points and decrease the total number of suspensions by 1%,

G11.B1 Attendance data for students missing 10% or more of available instructional time is 12%. Student illnesses are considered a barrier to the attendance rate.

G11.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the MTSS/ Rtl team, the counselors and Trust Specialist. Homeroom incentives for teams and classes that have good attendance and behavior.

Action Step 1

Weekly updates to administration by the counselors and Attendance Clerk to the entire faculty during faculty meetings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

COGNOS

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

Number of reported truency incidents

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

SCMS

Plan to Monitor Effectiveness of G11.B1.S1

Administrators will monitor school's environment and determine what role environment plays in student attendance.

Person or Persons Responsible

LLT and Attendance Clerk

Target Dates or Schedule

weekly

Evidence of Completion

Review of attendance rosters.

G11.B2 Early Warning Systems data for percentage of students who receive two or more behavior referrals is 25%. This barrier is due to students lack of social and problem solving skills in everyday interpersonal relationships.

G11.B2.S1 Incorporate school-wide safety and Anti-bullying curriculum. Incorporate the continuing school-wide behavior motto: "IT IS A MATTER OF P.R.I.D.E." - Perseverance, respect, integrity, diversity, and excellence. Students and teachers will be a part of incorporating this program into the established school discipline procedures. Also, we incorporate the Manners Matter Program that supports positive student behavior, reinforcement of good manners, counseling and intervention. The sole purpose of this program is to teach the students behavior modification strategies.

Action Step 1

Anti Bully Program and Manners Matter Program

Person or Persons Responsible

School wide

Target Dates or Schedule

On-going

Evidence of Completion

Number of referrals, indoor suspension and Parent/Teacher Conference Log

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

Monitor behavior referral issued.

Person or Persons Responsible

Administration, Leadership Team, and Counselors.

Target Dates or Schedule

On-going

Evidence of Completion

COGNOS

Plan to Monitor Effectiveness of G11.B2.S1

Monitor the amount of behavior referrals written and analyze trends of students being referred.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

COGNOS

G11.B3 Early Warning Systems data for percentage of students failing two or more courses in any subject is 4%. this barrier is due to student illnesses, anticipated school safety and truancy and suspensions are considered barriers to the failure rate.

G11.B3.S1 Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.

Action Step 1

Monitor school's environment and determine what role environment plays in student attendance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Clean School

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

Monitor school's environment and determine what role environment plays in student attendance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Review of attendance rosters.

Plan to Monitor Effectiveness of G11.B3.S1

Monitor school's environment and determine what role environment plays in student attendance.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Review of attendance rosters.

G12. Our goal for the 2013 – 2014 school year is to increase the number of parent engagement opportunities offered in the school by 3 percentage points, from 47% to 50%. Additionally, we would like to increase the percent of parent participation of the students.

G12.B1 Parent participation needs to increase due to scheduling problems. Parents need more information and understanding of the Next Generation Sunshine State Standards and how they impact instruction and testing. Parents need to increase their knowledge and understanding of student data (Baseline, Mid-Year, FAIR, and FCAT) and how the data impacts instruction.

G12.B1.S1 Conduct parent related functions at a time that is convenient for the parents and keeping parents informed using several methods.

Action Step 1

Notify parents in a timely manner concerning parent/student related activities. Using Social Networking tools to create another forum for meeting information to be dispersed. Additionally, staff will make phone calls to personally invite parents to school functions that are held at convenient times for parents. Ensure that PTSA meetings are held in the PM.

Person or Persons Responsible

Administration, Staff and PTSA Liaison.

Target Dates or Schedule

On-going

Evidence of Completion

Review sign in sheets to determine the number of parents attending school functions.

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

Review sign in sheets to determine the number of parents attending school functions.

Person or Persons Responsible

School Administration, Department Chairpersons, and PTSA Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Sign-in sheets, Parental Involvement, Monthly, and School Reports.

Plan to Monitor Effectiveness of G12.B1.S1

Review sign in sheets to determine the number of parents attending school functions.

Person or Persons Responsible

School Administration, Department Chairpersons, and PTSA Liason

Target Dates or Schedule

bi-weekly

Evidence of Completion

Sign-in sheets, Parental Involvement, Monthly, and School Reports.

Coordination and Integration

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

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be us

ed by ELL students and recently arrived immigrant students (K-12, RFP Process)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicated that 64% of students scored at or above proficiency. Our goal for the 2013- 2014 school year is to increase the number of students at proficiency by 6 percentage points to 70%.

G1.B1 The results of the 2013 FCAT Reading Test indicated that 55% of the Black, 29% of Students with disabilities (SWD), 59% of Economically disadvantaged (ED), and 30% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Reading Test were Reporting Categories 2 and 3: Reading Application and Literary Analysis due to limited exposure to comparing and contrasting elements in multiple text and analyzing text structures.

G1.B1.S1 Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. They will also be encouraged to read a wide variety of text. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Teachers should help students use graphic organizers to see patterns and summarize the main points.

PD Opportunity 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Facilitator

Reading and Language Arts Department Chair and Leadership Team

Participants

Schoolwide

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work and cite generated assessments, including benchmarks and District Interim Assessments

G1.B2 Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 28% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Author's Purpose, Perspective and Bias and Text Features from charts and graphs.

G1.B2.S1 Students will 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. Students will be encouraged to read from a wide variety of texts. Additionally, students will identify and analyze Text Features (e.g., headings, subheadings, titles, subtitles, captions, text boxes, bold or italicized text, charts and graphs, illustrations, maps, diagrams, stanzas).

PD Opportunity 1

Common Core Training and District Pacing Guide

Facilitator

LLT

Participants

School-wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and cite generated assessment, including district benchmarks.

PD Opportunity 2

CRISS Strategies

Facilitator

District CRISS Trainer

Participants

Schoolwide

Target Dates or Schedule

As posted from the District

Evidence of Completion

Student Work and Assessments

G1.B3 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 34% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Text Structures and Organizational Patterns and Locating and Analyzing the Elements of Plot Structure and locating and analyzing the author's use of allusion and descriptive language.

G1.B3.S1 Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Students will be encouraged to read from a wide variety of texts and Locate and analyze an author's use of allusions and descriptive in various text.

PD Opportunity 1

CRISS Strategies

Facilitator

Language Arts Chair and District CRISS Trainer

Participants

Schoolwide

Target Dates or Schedule

December 2013

Evidence of Completion

Student work, cite generated assessments, including benchmarks

G2. Results of the 2013 FCAT 2.0 Writing Test indicated that 54% of All eighth grade students scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase the number of student at proficiency by 5 percentage points to 59%.

G2.B1 Results of the 2013 FCAT 2.0 Writing indicated that 54% of 8th grade students were proficient in writing a Persuasive Essay. The areas of deficiency were in the areas of support or elaboration and spelling and conventions.

G2.B1.S1 Students will draft writing that Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Students will edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Students will use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences.

PD Opportunity 1

Students will utilize writing strategies and Writing Across the Curriculum resources with rubrics and Anchor papers.

Facilitator

Language Arts Department Chair

Participants

Schoolwide

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Observation and student writing portfolios

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicated that 57% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 9 percentage points to 66%.

G3.B1 The results of the 2013 FCAT Mathematic Test indicated that 45% of the Black, 26% of Students with disabilities (SWD), 49% of Economically disadvantaged (ED), and 40% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Mathematics Test were in Reporting Categories 3: Geometry and Measurement for all grade levels and all reporting categories for grade 7 and 8.

G3.B1.S1 Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed. 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 rational numbers, properties, and linear equations. Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. Provide opportunities for students to read and interpret data in a graphic display, including histograms, stem-and-leaf plots, and circle graphs.

PD Opportunity 1

Whole group and small group instruction. Differentiated instruction for students. Special classes have been designated to target students who have not achieved proficiency. Use of computer-based programs to remediate and challenge. Provide opportunities for students to find the areas and perimeters of composite two-dimensional figures

Facilitator

Mathematics Department Chair and District Mathematics Trainer

Participants

School-wide and departmentalize

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessments, including benchmarks.

G3.B3 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 17% of the students achieved proficiency. Their area of deficiency were Report Mathematics Categories3: Geometry and Measurement.

G3.B3.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

PD Opportunity 1

Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Facilitator

Mathematics Chair

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

G3.B4 Performance data indicated that 63% of the students achieved learning gains on the 2013 FCAT 2.0 Mathematics Assessment administration. Following a review of the data students making learning gains need improvement in all the Reporting Categories

G3.B4.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of geometry and measurement.

PD Opportunity 1

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.

Facilitator

Mathematics Department Chair

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

G6. Results of 2013 Geometry EOC indicated that 98% of the students achieved proficiency. Our goal is to increase the number of students at proficiency by 1 percentage points to 99%.

G6.B1 Performance data for students scoring at Level 3 as noted on the 2013 Geometry EOC administration indicated that 5% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Three Dimensional Geometry and Trigonometry and Discrete Mathematics.

G6.B1.S1 Differentiate instruction for students. Students will engage in hands-on activities related to real world situations and weekly investigations.

PD Opportunity 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Facilitator

Mathematics Department

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

G7. The results of the 2013 FCAT 2.0 Science Test indicated that a total of 37% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 6 percentage points to 43%.

G7.B2 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 12% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Physical Science, specifically analyzing the scientific method used to develop an experiment.

G7.B2.S1 Vocabulary instruction will be implemented using continuous review/practice when learning science concepts. Visual stimuli will be provided and students will observe real-time activities to determine outcomes.

PD Opportunity 1

Students will receive instructions using Common Core Strategies Instruction and hands on and a combination of text and visuals so students can manipulate and explore actions and outcomes will be utilized.

Facilitator

Science Department Chair

Participants

Science Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

G8. The results of the 2013 Biology EOC Assessment indicated that 97% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 2 percentage points to 99%.

G8.B1 According to the 2013 Biology EOC assessment, 23% of the students achieved a Level 3. Analysis of the data indicates that the students require additional support in the area of understanding Molecular and Inter-cellular structures.

G8.B1.S1 Students performing at the mastery level of this reporting category will generally be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

PD Opportunity 1

Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Facilitator

Science Department Chair

Participants

Science Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and cite-generated assessment, including benchmarks

G10. The results of the 2013 Baseline Grade 7 Civics Assessment indicates that 3% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 10 percentage points to 13%.

G10.B1 Students are in need of additional support to incorporate prior knowledge and conceptualize understanding of Government Policies, Organization and Functions of Government, Origins and Purposes of Law and Government, and Roles, Rights and Responsibilities.

G10.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

PD Opportunity 1

Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Facilitator

Social Studies Department Chair

Participants

Civics Teacher and Social Studies Department

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Test and Interim Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicated that 64% of students scored at or above proficiency. Our goal for the 2013- 2014 school year is to increase the number of students at proficiency by 6 percentage points to 70%.	\$400
G2.	Results of the 2013 FCAT 2.0 Writing Test indicated that 54% of All eighth grade students scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase the number of student at proficiency by 5 percentage points to 59%.	\$100
G3.	The results of the 2013 FCAT 2.0 Mathematics Test indicated that 57% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 9 percentage points to 66%.	\$200
G7.	The results of the 2013 FCAT 2.0 Science Test indicated that a total of 37% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 6 percentage points to 43%.	\$100
G10.	The results of the 2013 Baseline Grade 7 Civics Assessment indicates that 3% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 10 percentage points to 13%.	\$150
G11.	This year the school-wide goal is to increase attendance by 5 percentage points and decrease the total number of suspensions by 1%.	\$250
Total		\$1,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Technology	Total
School Budget	\$600	\$350	\$0	\$0	\$950
N/A	\$0	\$0	\$0	\$0	\$0
ESSAC Funding	\$0	\$0	\$250	\$0	\$250
Total	\$600	\$350	\$250	\$0	\$1,200

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicated that 64% of students scored at or above proficiency. Our goal for the 2013- 2014 school year is to increase the number of students at proficiency by 6 percentage points to 70%.

G1.B1 The results of the 2013 FCAT Reading Test indicated that 55% of the Black, 29% of Students with disabilities (SWD), 59% of Economically disadvantaged (ED), and 30% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Reading Test were Reporting Categories 2 and 3: Reading Application and Literary Analysis due to limited exposure to comparing and contrasting elements in multiple text and analyzing text structures.

G1.B1.S1 Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. They will also be encouraged to read a wide variety of text. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Teachers should help students use graphic organizers to see patterns and summarize the main points.

Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Resource Type

Evidence-Based Materials

Resource

Teacher Developed

Funding Source

School Budget

Amount Needed

\$200

G1.B2 Performance data for students scoring at Level 3 as noted on the 2013 FCAT 2.0 administration indicated that 28% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Author's Purpose, Perspective and Bias and Text Features from charts and graphs.

G1.B2.S1 Students will 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. Students will be encouraged to read from a wide variety of texts. Additionally, students will identify and analyze Text Features (e.g., headings, subheadings, titles, subtitles, captions, text boxes, bold or italicized text, charts and graphs, illustrations, maps, diagrams, stanzas).

Action Step 1

Common Core Training and District Pacing Guide

Resource Type

Professional Development

Resource

Curriculum Source and Best Practices

Funding Source

School Budget

Amount Needed

\$200

Action Step 2

CRISS Strategies

Resource Type

Professional Development

Resource

Best Practices

Funding Source

N/A

Amount Needed

\$0

G1.B3 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 34% of the students achieved proficiency. Their areas of deficiency were Reporting Categories 2 and 3: Reading Application and Literary Analysis. Students experienced difficulty in determining Text Structures and Organizational Patterns and Locating and Analyzing the Elements of Plot Structure and locating and analyzing the author's use of allusion and descriptive language.

G1.B3.S1 Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Students will be encouraged to read from a wide variety of texts and Locate and analyze an author's use of allusions and descriptive in various text.

Action Step 1

CRISS Strategies

Resource Type

Professional Development

Resource

Best Practices

Funding Source

N/A

Amount Needed

\$0

G2. Results of the 2013 FCAT 2.0 Writing Test indicated that 54% of All eighth grade students scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase the number of student at proficiency by 5 percentage points to 59%.

G2.B1 Results of the 2013 FCAT 2.0 Writing indicated that 54% of 8th grade students were proficient in writing a Persuasive Essay. The areas of deficiency were in the areas of support or elaboration and spelling and conventions.

G2.B1.S1 Students will draft writing that Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Students will edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Students will use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences.

Action Step 1

Students will utilize writing strategies and Writing Across the Curriculum resources with rubrics and Anchor papers.

Resource Type

Evidence-Based Materials

Resource

Writing Best Practices utilizing Anchor and Exemplar Papers

Funding Source

School Budget

Amount Needed

\$100

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicated that 57% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 9 percentage points to 66%.

G3.B1 The results of the 2013 FCAT Mathematic Test indicated that 45% of the Black, 26% of Students with disabilities (SWD), 49% of Economically disadvantaged (ED), and 40% of the English Language Learners (ELL) Subgroups did not make their AMO for 2013. Their areas of deficiency as noted on the 2013 administration of the FCAT Mathematics Test were in Reporting Categories 3: Geometry and Measurement for all grade levels and all reporting categories for grade 7 and 8.

G3.B1.S1 Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed. 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 rational numbers, properties, and linear equations. Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. Provide opportunities for students to read and interpret data in a graphic display, including histograms, stem-and-leaf plots, and circle graphs.

Action Step 1

Whole group and small group instruction. Differentiated instruction for students. Special classes have been designated to target students who have not achieved proficiency. Use of computer-based programs to remediate and challenge. Provide opportunities for students to find the areas and perimeters of composite two-dimensional figures

Resource Type

Evidence-Based Materials

Resource

Teacher Developed Materials and Manipulatives

Funding Source

School Budget

Amount Needed

\$200

G6. Results of 2013 Geometry EOC indicated that 98% of the students achieved proficiency. Our goal is to increase the number of students at proficiency by 1 percentage points to 99%.

G6.B1 Performance data for students scoring at Level 3 as noted on the 2013 Geometry EOC administration indicated that 5% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Three Dimensional Geometry and Trigonometry and Discrete Mathematics.

G6.B1.S1 Differentiate instruction for students. Students will engage in hands-on activities related to real world situations and weekly investigations.

Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Resource Type

Professional Development

Resource

Best Practices to improve instructions in real world Geometric applications.

Funding Source

N/A

Amount Needed

\$0

G7. The results of the 2013 FCAT 2.0 Science Test indicated that a total of 37% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 6 percentage points to 43%.

G7.B2 Performance data for students scoring at Level 4 and above as noted on the 2013 FCAT 2.0 administration indicated that 12% of the students achieved proficiency. Their areas of deficiency were Reporting Categories Physical Science, specifically analyzing the scientific method used to develop an experiment.

G7.B2.S1 Vocabulary instruction will be implemented using continuous review/practice when learning science concepts. Visual stimuli will be provided and students will observe real-time activities to determine outcomes.

Action Step 1

Students will receive instructions using Common Core Strategies Instruction and hands on and a combination of text and visuals so students can manipulate and explore actions and outcomes will be utilized.

Resource Type

Evidence-Based Materials

Resource

Common Core Instructional Materials and Manipulatives

Funding Source

School Budget

Amount Needed

\$100

G10. The results of the 2013 Baseline Grade 7 Civics Assessment indicates that 3% of students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 10 percentage points to 13%.

G10.B1 Students are in need of additional support to incorporate prior knowledge and conceptualize understanding of Government Policies, Organization and Functions of Government, Origins and Purposes of Law and Government, and Roles, Rights and Responsibilities.

G10.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Action Step 1

Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Resource Type

Professional Development

Resource

District Training Materials

Funding Source

School Budget

Amount Needed

\$150

G11. This year the school-wide goal is to increase attendance by 5 percentage points and decrease the total number of suspensions by 1%,

G11.B2 Early Warning Systems data for percentage of students who receive two or more behavior referrals is 25%. This barrier is due to students lack of social and problem solving skills in everyday interpersonal relationships.

G11.B2.S1 Incorporate school-wide safety and Anti-bullying curriculum. Incorporate the continuing school-wide behavior motto: "IT IS A MATTER OF P.R.I.D.E." - Perseverance, respect, integrity, diversity, and excellence. Students and teachers will be a part of incorporating this program into the established school discipline procedures. Also, we incorporate the Manners Matter Program that supports positive student behavior, reinforcement of good manners, counseling and intervention. The sole purpose of this program is to teach the students behavior modification strategies.

Action Step 1

Anti Bully Program and Manners Matter Program

Resource Type

Evidence-Based Program

Resource

Anti Bullying Videos and Cyber Bullying Guest Speakers and resources. Implementations of the "Manners Matter" Program acknowledging "Most Improved Students" and "Student of the Month" .

Funding Source

ESSAC Funding

Amount Needed

\$250

G12. Our goal for the 2013 – 2014 school year is to increase the number of parent engagement opportunities offered in the school by 3 percentage points, from 47% to 50%. Additionally, we would like to increase the percent of parent participation of the stude

G12.B1 Parent participation needs to increase due to scheduling problems. Parents need more information and understanding of the Next Generation Sunshine State Standards and how they impact instruction and testing. Parents need to increase their knowledge and understanding of student data (Baseline, Mid-Year, FAIR, and FCAT) and how the data impacts instruction.

G12.B1.S1 Conduct parent related functions at a time that is convenient for the parents and keeping parents informed using several methods.

Action Step 1

Notify parents in a timely manner concerning parent/student related activities. Using Social Networking tools to create another forum for meeting information to be dispersed. Additionally, staff will make phone calls to personally invite parents to school functions that are held at convenient times for parents. Ensure that PTSA meetings are held in the PM.

Resource Type

Technology

Resource

Use of technological devices to communicate with parents.

Funding Source

N/A

Amount Needed

\$0