



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

John F. Kennedy Middle School

1075 NE 167TH ST

North Miami Beach, FL 33162

305-947-1451

<http://jfk.dadeschools.net>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
91%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
C

2012-13
C

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

John F. Kennedy Middle School

Principal

Mary Kate Parton

School Advisory Council chair

Karen Saravia

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

Name	Title
Bertholly I. Lafrance	Assistant Principal
Cynthia Padron	Assistant Principal
Jean Nicoleau	Lead Teacher
Tangela Rhea	SCSI Director
Ayala Baum	ESE Coordinator
Hyacinth McBean	Dept Chair Reading
Lorraine Labrousse	Dept Chair Math
Libni Simons	Dept Chair Science
Charsta Simmons	Dept Chair Social Studies
Lisa Sims	Dept Chair Student Services

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal Mary Kate Parton, UTD Steward Patricia Richardson, Teachers Edwyn Claude, Jean Nicoleau, Duncan McRae, Lorraine Labrousse, Ronni Elmore, Parents Karen Saravia, Luckancie Pierre, Derrick Cohen, Abraham Lopez, Tania Gutierrez, Bernadette Poliard, Adrienne Riles, Maria Piniero, Student Andrew Saravia, Business Community Representative Bertrand MDC.

Involvement of the SAC in the development of the SIP

The SAC holds regular monthly team meetings to review the SIP draft submitted by the leadership team not to mention the ratification of the Official Signature Page for all intended purposes. Indeed, the SAC assisted in the development of the SIP by scrutinizing the strategies proposed by the school improvement plan writing committee for this academic year to make sure they include some of the most appropriate interventions for greater learning gains. This body uses its fiduciary authority meticulously in order to decide which of the student incentives, suggested by the leadership team from the various options available, would be funded in order to drive classroom instructions. By taking up-and-down votes in open forums, it adds an element of credibility and transparency to the school improvement process while optimizing the selected choices of expenditures in terms of legal standing, priority and efficiency towards the desired results.

In the development of this school improvement plan at John F. Kennedy Middle School, the SAC helps provide a rigorous education in a nurturing environment to challenge our students through a variety of curricular offerings including the national award-winning BEAT Magnet Program and a new Cambridge Academy. The primary goal is to increase student achievement through continuous improvement of the instructional environment and enhancement of instructional resources to further empower students in their search for knowledge. By enforcing high expectations for the student body, the SAC helps create strong and focused instructional programs to motivate learners. During regular monthly meeting at John F. Kennedy Middle School, students and parents, staff and community members strive to meet the educational challenges in the horizon. With academic expectations so high, attaining and sustaining educational excellence requires the SAC's commitment, perseverance and hard work to meet the goal set forth.

Activities of the SAC for the upcoming school year

1. Plan to support activities initiated by faculty and staff to generate greater student achievements.
2. Maintain communication with staff for input and feedback, and updating them on procedures and progress.
3. Support a process and structure within the school to facilitate delivery of instruction.
4. Contribute to a relatively safe environment by supporting teachers and staff in all endeavors.
5. Continue to monitor the School Improvement Plan.

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

After deliberate, extensive consultations and valuable inputs from with team members, Principal and all other stakeholders, the projected use of School Improvement Funds from EESAC and Principal's Instructional Fund (Fund 9) can described in the following manner:

EESAC

\$933 Attendance Incentives (grades 6, 7 & 8)
 \$1,000 Positive Behavior Support Program incentives (Grade 6,7,8 & Magnet)
 \$316 School Center for Special Instruction Supplies
 \$3052.78 Academic and Attendance Awards
 \$540 Language Arts Instructional Supplies
 \$750 Accelerated Reader Incentives
 \$1000 Printer Ink for Classrooms
 \$1572.40 Math Manipulatives
 \$1345.75 Science Essential Lab Materials

FUND 9

\$1,122.75 Study Island Subscriptions

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators**# of administrators**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mary Kate Parton

Principal

Years as Administrator: 9

Years at Current School: 19

Credentials

B.S., M.S.
University of
Miami
Educational
Leadership
English
Speech
Agriculture

Performance Record

2013 – School Grade C
Rdg. Proficiency, 55%
Math Proficiency, 55_%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 68points
Rdg. Imp. of Lowest 25% 60points
Math Imp. of Lowest 25% -
72__ points
Rdg. AMO 62
Math AMO 63
2012 – School Grade B
Rdg. Proficiency, 54%
Math Proficiency, 51_%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 69 points
Rdg. Imp. of Lowest 25% 63 points
Math Imp. of Lowest 25% 71 points
Rdg. AMO 58
Math AMO 60
'12 '11 '10 '09 '08
School Grade B A B A A
AYP N N N N N_
High Standards Rdg. 54 65 63 63 65
High Standards Math 51 65 63 65 65
Lrng Gains-Rdg. 66 64 62 63 65
Lrng Gains-Math 69 68 64 70 70
Gains-Rdg-25% 63 69 61 76 66
Gains-Math-25% 71 70 64 71 70

Bertholly I. Lafrance

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

B.S., M.S.,
Ed. Leadership
Florida
International
University
University of
Miami
Nova
Southeastern
University
Math Ed.
Educational
Leadership

Performance Record

2013 – School Grade C
Rdg. Proficiency, 55%
Math Proficiency, 55_%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 68points
Rdg. Imp. of Lowest 25% 60points
Math Imp. of Lowest 25% -
72__ points
Rdg. AMO 62
Math AMO–63
2012 – School Grade B
Rdg. Proficiency, 54%
Math Proficiency, 51_%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 69 points
Rdg. Imp. of Lowest 25% 63 points
Math Imp. of Lowest 25% 71 points
Rdg. AMO 58
Math AMO 60
'12 '11 '10 '09 '08
School Grade B A B A A
AYP N N N N N_
High Standards Rdg. 54 65 63 63 65
High Standards Math 51 65 63 65 65
Lrng Gains-Rdg. 66 64 62 63 65
Lrng Gains-Math 69 68 64 70 70
Gains-Rdg-25% 63 69 61 76 66
Gains-Math-25% 71 70 64 71 70

Cynthia Padron

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

B.S., M.S.
 Exceptional Student Education, Counselor Education Educational
 Leadership Certifications: Specific Learning Disabilities (K-12)
 School Guidance and Counseling (K-12),
 Educational Leadership: National Board Certified Teacher

Performance Record

2013 – School Grade D
 Rdg. Proficiency, 30%
 Math Proficiency, 26%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 62 points
 Math Imp. of Lowest 25% - 69 points
 Rdg. AMO-
 Math AMO-
 2012
 School Grade: D
 AMO:
 High Standards Rdg: 40
 High Standards Math: 38
 High Standards Science: 18
 Learning Gains : Rdg: 57
 Learning Gains : Math: 60
 Gains-Rdg 25%: 64
 Gains- Math 25%: 64
 2011
 School Grade: C
 AYP: N
 High Standards Rdg: 41
 High Standards Math: 35
 Learning Gains - Rdg: 60
 Learning Gains - Math: 58
 Gains-Rdg 25%: 74
 Gains- Math 25%: 71
 2010
 School Grade: D
 AYP: N
 High Standards Rdg: 40
 High Standards Math: 38
 Learning Gains - Rdg: 57
 Learning Gains - Math: 60
 Gains-Rdg 25%: 64
 Gains- Math 25%: 64
 2009
 School Grade: C
 AYP: N
 High Standards Rdg: 38
 High Standards Math: 37

Learning Gains - Rdg: 61
 Learning Gains - Math: 59
 Gains-Rdg 25%: 76
 Gains- Math 25%: 69

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

N/A

Performance Record

N/A

Classroom Teachers

of classroom teachers

62

receiving effective rating or higher

55, 89%

Highly Qualified Teachers

60%

certified in-field

51, 82%

ESOL endorsed

8, 13%

reading endorsed

4, 6%

with advanced degrees

30, 48%

National Board Certified

2, 3%

first-year teachers

0, 0%

with 1-5 years of experience

2, 3%

with 6-14 years of experience

37, 60%

with 15 or more years of experience

23, 37%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 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

The school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers consist of a systematic process of advertisement, a rigorous interview process by a pre-established committee whose sole purpose is to screen the most qualified personnel for existing vacancies. Once a candidate has been selected, the Principal undertakes the responsibility to put in place and activate a support mechanism orchestrated by the leadership team and department chairs to ensure success, retention and longevity. To support mentors in responding to the teacher's developmental needs and promoting ongoing examination of classroom practice, the leadership team conducts formal and informal classroom visitations followed by constructive dialogues to make adjustments when necessary.

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

Selection criteria for school mentors:

- Mastery of pedagogical and subject matter skills
- Evidence of strong interpersonal skills
- Outstanding knowledge of content, materials, and methods that support high standards
- Evidence of effective teaching and student achievement gains
- Credibility with colleagues

A buddy teacher that occupies a leadership role in the school such as a department chair, grade-level chair, a lead teacher provides on-going support and guidance to mentees throughout the school year.

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

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 Rtl Process is a school-wide and classroom problem solving process at John F. Kennedy Middle School. For any student that is not making academic progress within the general curriculum, a teacher must consider interventions as well as communication with all stakeholders in order to assist the student.

Tier 1

1-Teacher utilizes Differentiated Instructional Practices to assist student in their targeted area, based on student data (i.e.. Benchmark, Topic, FAIR). Teachers also meets with parent, team and student (when necessary) to address academic concerns, to identify problems and maintain communication with ALL stakeholders. During team meetings, teachers will share best practices and document team interventions to assist each student.

2-If implementation of the above interventions do not yield sufficient progress for the student, then the teacher (if problem is only in one class) or the team (if problem is in multiple classes) will refer the student to the grade level counselor at the grade-level team meeting.

3- If student referred for Rtl is an ELL student, Team Leader should request LEP plan and CELLA scores from the Reading Chairperson. LEP plan needs to be reviewed to make sure student does not have a language problem. (ELL students who have been in the country for less than 1 year, cannot be referred for Rtl). The Reading Chairperson or his/her ELL teacher MUST be present at all Rtl meetings regarding ELL students.

4- The counselor will print student academic and attendance record as well as Student Performance Indicators (SPI) report. The grade level counselor will meet with the student and schedule a parent conference (with individual teacher or team).

5- During the parent conference:

- * The Teacher(s) will present the parent with student's academic progress record, which may include data from the following FAIR scores, Benchmark (data chat form), Topic and/or classroom-based assessments. Teacher(s) will also discuss/review in-class interventions that have taken place via DI, collaborative or small group activities.

- * The Counselor will send a Notification of Meeting to invite the parent to a parent conference. They will review overall grades and attendance record as well as complete the Parent Support Plan. Parent will be provided the Rtl Parent Letter as well as Notice of Intent for Screening/Assessment (FM 6279). Parent will also be provided with a copy of the completed Parent/Guardian Student Support Plan (FM 6280)

- * The Team Leader will maintain all Rtl documentation in student's Rtl folder.

Tier II

6-Student progress is monitored and compared to Data collected in 3-4 months. (Benchmark, FAIR). If data does not yield academic improvement, The Team (Team Leader, Counselor, Teachers, Parent, Counselor & Student) will reconvene continue to problem solve and identify Tier II interventions. Tier II interventions include placement in intensive reading and/or intensive math. Tier II interventions must include Ongoing Progress Monitoring (OPM) on a Bi-monthly basis. Progress Monitoring data can include: SOLO, EasyCBM, ORF probes or Skill-based assessment.

- * If the Team feels that diagnostic testing is necessary, the School Psychologist will meet with the Team Leader. The School Psychologist is involved at this point to complete diagnostic testing (if necessary).

- * Student progress is monitored for 9 weeks in Tier II intervention.

7-If OPM data indicates that the student shows progress in Tier II, They continue to receive classroom and Tier 2 interventions in their target area. If Tier II intervention does not yield academic improvement, then:

- * The Team Leader completes the Request for Assistance (FM 7073). Please note that two (2) teacher observations must be completed (one must be from referring teacher).

*The Team will also complete the Tier I/Tier II Data Profile Form.

8-Student's Rtl folder (with all documentation identified in Steps 1-7) is forwarded to the Assistant Principal in charge, RTI coordinator who will a secure sensory screenings, a Student Background Screening or a Social History), SIB-R or a Language screening if necessary. Administrative steps:

- a. Email appropriate Coordinator to request vision and hearing screening
- b. Request Social History Screening – Social
- c. Request FAB/BIP (if necessary??Team Leader/ESE Chairperson.

9- Prior to the Tier III Problem Solving meeting, the School psychologist and the RTI Coordinator preview all documentation and sign off that it is complete.

10- Data is previewed prior to the Tier III PST meeting.

11- Parent is invited to the Tier III Problem Solving Team meeting, interventions are developed and monitored weekly.

At SST meeting, the following individuals need to be present:

- Parent
- School Psychologist
- Reading Teacher
- General Ed. Teacher
- Counselor
- Team Leader
- School Social Worker
- Form 6290 (Intervention Plan and Tier 3 SST Monitoring need to be completed.

12. Progress is monitored for 9 weeks and data is again reviewed. If the student is on par with his/her peers, they can be dismissed from Tier III interventions or the target issue changed. If the student is progressing slowly they can remain on Tier III. If it appears that the gains will not bring that student on par with peers within a reasonable period of time, the Team will request an SST Evaluation.

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

The Assistant principals schedule and facilitate regular meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

School reading, math, science, and behavior specialists (Hyacinth Mcbean, Lorraine Labrousse, Libni Simons and Lisa Sims)

Special education personnel (Alaya Baum)

School guidance counselor (Lisa Sims, Lily Montpellier, Winthza Nibbs)

School psychologist (Mark W. Finkelstein)

School social worker (Twala, Kelly)

Member of advisory group, community stakeholders, parents (Karen Saravia, Luckancie Pierre, Derrick Cohen, Abraham Lopez, Tania Gutierrez, Bernadette Poliard, Adrienne Riles, Maria Piniero)

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

The leadership team conducts formal and informal observations weekly in different sectors of the building using predetermined rotation system that ensures at any given week teachers are being monitored by a different administrator. The SIP is used as a living document that provides fidelity with the pacing guides by all teachers of the same subject and continuity across the board for a given subject within the same grade level. The Tier 1 and Tier 2 worksheets document supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. A

problem solving process then becomes a structure for these meetings, and fidelity data is reviewed at each group meeting.

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

Data Sources

Academic

Baseline assessments

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

STAR reading assessment

Oral Reading Fluency Measures

Voyager Phonemic Awareness and Phonics measures

Success Maker Utilization and Progress Reports

Interim assessments

State/Local Math and Science assessments

FCAT

Student grades

School site specific assessments

Behavior

Student Case Management System

Detentions

Suspensions/expulsions

Referrals by student behavior, staff behavior, and administrative context

Office referrals per day per month

Team climate surveys

Attendance

Functional Assessment

Frequency Monitoring

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using suggested, appropriate tools to reach a rating of at least 80% MTSS implementation in the school. The school will use back to school night to present MTSS to parents and hand out parent MTSS brochures from the District. Finally, a description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 540

The Jr. Panther Tutoring Program at John F. Kennedy Middle School is collaboration between our School Counselor and the Educational Talent Search (ETS) office and division of Upward Bound Math Science at Florida International University -Biscayne Bay campus.

This unique and essential collaboration affords the provision of academic support for targeted students. Support services include but are not limited to tutoring, mentoring, career awareness, field trips and pre-college assistance. Students receive standards based on-site support after school and attend Saturday tutoring bi-monthly on the university campus.

In addition to academic reinforcement students participate in hands-on activities to acquire essential knowledge and information regarding postsecondary education and career readiness through the following list:

Project-based learning
Workforce readiness
High school readiness
Sports and Education
Sports Health and Fitness
Service Learning Projects.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?**

Principal and Assistant Principals

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

Name	Title
Mary Kate Parton	Principal
Bertholly Lafrance	Assistant Principal
Cynthia Padron	Assistant Principal
Ronni Elmore	Media Specialist
Karen Bruce	Language Arts Teacher
Charsta Simmons	Social Studies Chairperson
Hyacinth McBean	Reading Chairperson
Nicole Borrajo	Language Arts Chairperson
Patricia Richardson	UTD Steward Elective Teacher

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal and the reading chair mentor reading teachers, content area teachers, and other principal appointees that serve on this team which meets at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading department chair and media specialist are members of the Reading Leadership Team. The team meets regularly throughout the school year. School Reading Leadership Team choose to meet . Additionally, the principal expands the RLT by encouraging personnel from various sources such as District and Regional support staff to join if at all possible. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effectively implemented in the school.

Major initiatives of the LLT

Every teacher contributes to the reading improvement of every student by maintaining a reading library in the classroom and facilitating it use throughout the year as reference or reinforcement while teaching concepts in context within his own discipline. At the request of the librarian, everyone was invited to pick up a class set of resource materials for that purpose. Reading Leadership Teams are encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions to foster greater learning gains. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

Through constant monitoring the leadership team can make sure that every teacher contributes to the reading improvement of every student by maintaining a classroom library. Facilitating its use throughout the year as reference reinforces concepts in context in multiple areas of interest to the students with a fresh prospective. At the request of the media specialist, all teachers were invited to pick up a class set of resources for that purpose. Evidence of classroom libraries can be found throughout the building regardless of subject area to support and sustain the silent reading initiative during homeroom.

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

John F. Kennedy Middle School promotes Career Pathways and Programs of Study which encourage students to become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Based on partnership agreements with active members of the community, students have the opportunity to listen to guest speakers in school assemblies and participate in various field trips within the business arena to acquire Ready to Work skill sets connecting the dots in the relationships between the subjects and their applications in real life situations.

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

Articulation agreements allow students to earn technical credits leading to an easier transition in high school

by providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications later. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Counselors from the high school next-door make arrangement to set aside time for classroom visitations in order to discuss what awaits students in the future. At the same time, they also provide them with further reasons to focus and harness their energy towards greater academic success.

Finally, through our strong partnership with the University of Miami, students are exposed to career professionals who deliver services in medical, vision care, dental sealant as well as countless interactions with resident doctors who promote with their mere presence on campus tangible academic and career options including in-house counselors advice on subject selections which makes their experience personally meaningful.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	55%	No	66%
American Indian				
Asian	80%	67%	No	82%
Black/African American	59%	53%	No	63%
Hispanic	65%	60%	No	69%
White	59%	66%	Yes	63%
English language learners	30%	19%	No	37%
Students with disabilities	30%	11%	No	37%
Economically disadvantaged	59%	53%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	320	25%	28%
Students scoring at or above Achievement Level 4	376	29%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	0%	15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		60%	64%

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)	99	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	51	30%	37%

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	191	42%	48%
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	63%	55%	No	67%
American Indian		0%		
Asian	86%	73%	No	87%
Black/African American	61%	53%	No	65%
Hispanic	68%	59%	No	71%
White	63%	69%	Yes	66%
English language learners	37%	30%	No	43%
Students with disabilities	33%	15%	No	39%
Economically disadvantaged	61%	54%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	285	28%	32%
Students scoring at or above Achievement Level 4	164	16%	18%

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	<i>[data excluded for privacy reasons]</i>		71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		78%	80%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	46%	46%
Students scoring at or above Achievement Level 4	98	50%	50%

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>		11%
Students scoring at or above Achievement Level 4	48	89%	89%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	17%	21%
Students scoring at or above Achievement Level 4	109	24%	26%

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%

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)	9		10
Participation in STEM-related experiences provided for students	400	33%	38%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	403	33%	38%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	271	67%	27%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	100	25%	50%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	75%	80%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	86	6%	5%
Students who fail a mathematics course	95	7%	6%
Students who fail an English Language Arts course	54	4%	3%
Students who fail two or more courses in any subject	64	5%	4%
Students who receive two or more behavior referrals	243	19%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	110	8%	7%

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

Parental Involvement Program Description at John F. Kennedy Middle School

- 1) Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
- 2) Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- 3) Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- 4) Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
- 5) Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The goal for Parental Involvement at John F. Kennedy is to build and strengthen partnerships between home and school so that all students are successful.	47	4%	12%

Goals Summary

- G1.** The result of the FCAT 2.0 Reading indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 60%.
- G2.** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Language Conventions, our goal is for students to use prewriting strategies, correct spelling, punctuation, sentence structure and word tense.
- G3.** On the 2013 at FCAT 2.0 Mathematics Test, 55% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 67% of students to score at level 3 or above, an increase of 12 percentage points.
- G4.** On the 2013 Algebra test EOC, 46% of students scored at level 3 and 50% of students scored at level 4 or above. Our goal on the 2014 Algebra EOC is to increase the number of level 3's to 47% and level 4's to 51%.
- G5.** On the 2013 Science Test, 17% of students scored at level 3 and 24% of students scored at level 4 or above. Our goal on the 2014 EOC is to increase the number of level 3's to 21% and level 4's to 26%.
- G6.** Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities by 5 percentage points.
- G7.** The CTE Highly Qualified Instructors will infuse the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.
- G8.** Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.
- G9.** The result of the FCAT 2.0 Math indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 67%.
- G10.** According to the results of the 2013 FCAT 2.0, 6th graders experienced difficulty in Reporting Category Geometry and Measurement. Our goal is to increase student performance in this reporting category by 5 percentage points.

Goals Detail

G1. The result of the FCAT 2.0 Reading indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 60%.

Targets Supported

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

Resources Available to Support the Goal

- FCAT Explorer
- Computer Labs
- Before & After school tutoring
- Reading plus
- Achieve 3000
- Highly Qualified Teachers
- Classroom Libraries
- Voyager for intensive reading
- EESAC
- MTSS/RtI

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Reading TEST indicates that 25 % of students scored at level 3. Students will increase their proficiency to 33%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.
- Student performance data from the 2013 FCAT Reading TEST indicates that 29 % of students scored at level 4. Students will increase their proficiency to 33%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message
- Student performance data from the 2013 FCAT Reading TEST indicates that 67% of students made learning gains. Students will increase their learning gains to 70%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in deriving words meanings and words relationship from context as well provide additional instruction on word meaning.
- Student performance data from the 2013 FCAT Reading TEST indicates that 60% of lowest 25% students made learning gains. Students will increase their learning gains to 64%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in determining the meaning of words and phrases as they are used in text , including figurative, connotative and technical meanings.
- Student performance data from the 2013 FCAT CELLA indicates that 55% of listening and speaking students made learning gains. Students will increase their learning gains to 60%. Students need additional opportunities to be able to produce language in response to first hand multi-sensory experiences.

- Student performance data from the 2013 FCAT CELLA indicates that 27% of students scored proficient in reading. Students will increase their learning gains to 34%. Students need additional opportunities where they can use visual aids such as graphs, charts, photos in lessons to support oral and written messages.
- Student performance data from the 2013 FCAT CELLA administration indicates that 30% of students scored proficient in writing. Students will increase their learning gains to 37%. Students need additional opportunities to use a dialogue journal on a regular basis.
- Student performance data from the 2013 FCAT Reading TEST indicates that 55% of all students made learning gains. Students will increase their proficiency level to 66%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.
- FAA Barrier- Students at levels 4 - 6 must be provided with visual choices as presented in the Florida Alternate Assessment (FAA) considering existing conditions limiting the effectiveness of current efforts to improve student achievement.
- FAA Barrier- Students at level 7 require multiple reads of a selection prior to responding to comprehension questions by using read aloud, auditory tapes and text readers that provide print with visuals and or symbols.

Plan to Monitor Progress Toward the Goal

Organize Data chats based on results of formal and informal assessments, district assessments as well as highly qualified teachers input and results generated from analysis of student works.

Person or Persons Responsible

Highly Qualified Instructors and LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Teacher monitors progress in Data Binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer Student Achievement Reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G2. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Language Conventions, our goal is for students to use prewriting strategies, correct spelling, punctuation, sentence structure and word tense.

Targets Supported

- Writing

Resources Available to Support the Goal

- Highly Qualified Instructors, district pacing guides, computer labs and EESAC funds.

Targeted Barriers to Achieving the Goal

- The area of deficiency as demonstrated on the 2013 writing is sentence structure. Organization of information into a logical sequence.
- Develop and maintain a Writer's Notebook with students, Journal and/or Portfolio which contains brainstorming in a variety of ways.

Plan to Monitor Progress Toward the Goal

Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Person or Persons Responsible

Faculty and Curriculum Support Specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G3. On the 2013 at FCAT 2.0 Mathematics Test, 55% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 67% of students to score at level 3 or above, an increase of 12 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- The resources available to support the goals and barriers are Highly Qualified Instructors Instructional Focus Calendar, Instructional Pacing Guides, FCAT Explorer, Compass Learning, Computer Labs, Carnegie Lea as well as Pullout programs for level 1 and 2 students with part-time Interventionists.

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 28% of students scored a level 3. Students experience difficulty with the reporting category related to geometry and measurement. Students need additional support in developing adequate geometry and measurement related projects in order to solve real-world problems.
- Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 16% of students scored a level 4 or above. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.
- Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 68% of all students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.
- Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 72% of the lowest 25% students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop appropriate methods of translating and modeling real-world problems using multiple graphical representations.
- Student performance data from the 2013 FCAT2.0 Mathematics test indicates that the Asian, the Black, the ELL and the SWD did not meet their AMO targets. Students experience difficulty in the reporting category related to geometry and measurement. Students need additional support in understanding and making sense of real-world application problems involving geometry and measurement.

Plan to Monitor Progress Toward the Goal

Following the FCTM standards, MTSS/RtI team as well as the grade level team members will review and adjust instructions based solely on the result of commonly administered formative assessment data in concert with student work on a monthly basis in order to monitor progress as warranted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G4. On the 2013 Algebra test EOC, 46% of students scored at level 3 and 50% of students scored at level 4 or above. Our goal on the 2014 Algebra EOC is to increase the number of level 3's to 47% and level 4's to 51%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- The resources available to support the goal and barriers are: instructional pacing guides, instructional focus calendar, FCAT Explorer, Florida focus, computer labs, Carnegie learning, highly qualified instructors, interventionist for the pullout program servicing struggling students.

Targeted Barriers to Achieving the Goal

- Increase student proficiency the category- functions, equations and inequalities. Teacher must conduct data charts with students to inform them of their progress and to provide intervention or enrichment as applicable.
- Students with a score of 3 or higher on the 2013 Algebra test EOC may be considered for participation in high school EOC with the expressed and written consent or recommendation of previous teacher.
- Students will be provided with hands-on activities and complete projects with real-world scenarios. Students participating in EOC will be monitored through interim assessment and benchmark assessments.
- Small groups and differentiated instruction will be the norm during classroom instructions for maximum student engagement.
- The 2014 Algebra test EOC will be analyzed to determine the effectiveness of strategies.
- Students must use multiple opportunities to apply the law of exponents to simplify monomial expressions with integral exponents in concert with other relevant concepts.
- Simplify polynomial expressions using addition subtraction and multiplication and mathematical and real-world contexts. Completely factor polynomial expressions when more than one method is required .
- Simplify rational expressions and divide polynomial by monomial in the process of solving real-world applications.
- Students will be provided the opportunity to symbolically represent, solve, graph, interpret and analyze linear equations, inequalities, and systems of linear equations with two variables.

Plan to Monitor Progress Toward the Goal

MTSS/ Rtl review the results of student work, and regular assessment data such as District interim assessments, teacher generated assessments, in-house assessments by teams, teachers' input on students progress on a monthly basis to ensure progress on the benchmarks from the Pacing guides with the option of adjusting instructional delivery if and when necessary.

Person or Persons Responsible

MTSS/ Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student work folders, teacher created assessments, portfolios, District interim assessments, FCAT Explorer reports, student authentic projects and ultimately the summative assessment: results of 2014 Algebra EOC Assessment.

G5. On the 2013 Science Test, 17% of students scored at level 3 and 24% of students scored at level 4 or above. Our goal on the 2014 EOC is to increase the number of level 3's to 21% and level 4's to 26%.

Targets Supported

- Science
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The resources available to support the goal and barriers are: Discovery Learning, Instructional Pacing Guides, Instructional Focus Calendar, Florida focus, Computer Labs, Highly Qualified Instructors, Interventionist for Pullout Program servicing struggling students, Computer Applications, Math and Science Technology.

Targeted Barriers to Achieving the Goal

- Student performance data 2013 FCAT science test indicates that 17% of students scored a level 3. Students experience difficulty with the reporting category related to nature of science. Students need additional support and identify experimental variables in constructing plausible solutions from collected data.
- Students are having difficulty with the overall Fall and Winter Assessment Test with an average score of 39% proficient down to a 37% proficient.
- The scarcity of funds for Teachers to purchase raw materials for students' hands-on creation and demonstrations of concepts learned.
- Science Teachers lack of knowledge of Common Core State Standards (CCSS)
- Alignment of instruction in all science classroom with adopted State Standards.

Plan to Monitor Progress Toward the Goal

MTSS/RtI review the grade level results, reports generated by computer assisted programs on a monthly basis to monitor student progress for possible adjustments in terms of instructions in the classroom.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G6. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities by 5 percentage points.

Targets Supported

- Science
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Robotics, Computer Applications, Math and Science Technology, Highly Qualified Instructors and Interventionists

Targeted Barriers to Achieving the Goal

- Increasing the number of students participating project-based learning activities for expansion and enrichment purpose in STEM.
- Increasing the number of opportunities available to students to generate more interest in participating in project-based learning activities in STEM such as Regional Science Fair, Fair Child Challenge, Youth Fair and SECME Olympiad.
- Increasing parents support in encouraging and facilitating student participation in project-based learning activities in STEM such as Regional Science Fair, Fair Child Challenge, Youth Fair and SECME Olympiad.
- Decreasing the number of students in remedial courses so they can participate in CTE classes as an elective in larger numbers within the student body.
- Sharing more info to CTE teachers regarding the use of Data driven instruction in preparing students for industry certification examination for greater success.
- Disseminating more info to CTE teachers regarding the testing procedures and regulations in preparing students for industry certification.
- Administrative team will work with CTE teachers set up goals, follow Pacing Guides and generate practice test schedule for dry run to decrease test anxiety and use student Data more effectively.
- Unpack and decrease complexity levels of materials used in CTE classes to facilitate the readability and understanding of the materials for greater success.

Plan to Monitor Progress Toward the Goal

For noticeable improvement in student performance Data during walk-throughs and classroom visitations.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment results, Participation Logs, Increase student Participation in District and State Competition

G7. The CTE Highly Qualified Instructors will infuse the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- Highly Qualified Instructors, EESAC funds

Targeted Barriers to Achieving the Goal

- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects.
- CTE teachers may not have access to instructional resources to support literacy standards instruction.

Plan to Monitor Progress Toward the Goal

Analyze Student reading and/or math data of CTE students

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G8. Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- EESAC funds

Targeted Barriers to Achieving the Goal

- The area of deficiency was the students' scores on the District Civics Baseline Assessment.
- Students show difficulty identifying, analyzes, applying knowledge of informational text to demonstrate an understanding of the information presented.

Plan to Monitor Progress Toward the Goal

Show proof of responsible and constant monitoring of student progress towards learning goals while collecting additional formative and informal assessment data to decide if progress towards targeted learning goals are satisfactory.

Person or Persons Responsible

Civics teachers and Social Studies department chair

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Students gradual improvement based on collected data, classroom folders and projects as well as student performance on formal and informal assessments including the results of the End Of the year Course Examination.

G9. The result of the FCAT 2.0 Math indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 67%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- I-Prep Math, Faculty, Curriculum Support Specialist

Targeted Barriers to Achieving the Goal

- Insufficient usage of manipulates both virtual and real to aid in solving real world problems.

Plan to Monitor Progress Toward the Goal

Weekly visitations and round table discussions during leadership meetings

Person or Persons Responsible

Administrators, Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in Student Performance, Grade Book

G10. According to the results of the 2013 FCAT 2.0, 6th graders experienced difficulty in Reporting Category Geometry and Measurement. Our goal is to increase student performance in this reporting category by 5 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Students will be provided with opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Targeted Barriers to Achieving the Goal

- Students in grade 7 who experienced difficulty in the Reporting Category Geometry and Measurement. They also should difficulty in Statistics and Probability.

Plan to Monitor Progress Toward the Goal

Review Data and discuss possible adjustments for better results.

Person or Persons Responsible

Department Chair

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Higher student Achievement and better results on the 2013 FCAT 2.0.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The result of the FCAT 2.0 Reading indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 60%.

G1.B1 Student performance data from the 2013 FCAT Reading TEST indicates that 25 % of students scored at level 3. Students will increase their proficiency to 33%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.

G1.B1.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

Action Step 1

Students will make frequent use of the following items: • Vocabulary word maps; • word walls • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • engaging in affix or root word activities.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations focusing on students' ability to complete assignments as teachers facilitate the process.

Facilitator:

Department Chair, Team Leaders

Participants:

Highly Qualified Instructors

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

Weekly activities utilizing the strategies will be given, analyzed, and assessed for validity.

Person or Persons Responsible

Department Chair and Team Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of classroom assessments will be reviewed; teachers will monitor progress and adjustments will be made accordingly.

Plan to Monitor Effectiveness of G1.B1.S1

Reports generated from FCAT Explorer

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of periodic classroom assessments will be reviewed; teachers will monitor progress and adjustments will be made accordingly.

G1.B2 Student performance data from the 2013 FCAT Reading TEST indicates that 29 % of students scored at level 4. Students will increase their proficiency to 33%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message

G1.B2.S1 Students will be provided with a wide variety of instructional methods and/or strategies enabling them in the process of identifying author's purpose by using context clues and relevant details from a passage leading to the main idea or essential message.

Action Step 1

Following the FCTM model, the LLT will review the results of informal and formal assessment data and student works such as mini assessments, district interim assessments, computer assisted program generating student achievement reports as well as teachers feedback on students progress on a monthly basis to determine the level progress towards addressing benchmark deficiencies as well as adjusting instructions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Action Step 2

Following the FCTM model, the LLT will review the results of informal and formal assessment data and student works such as mini assessments, district interim assessments, computer assisted program generating student achievement reports as well as teachers feedback on students progress on a monthly basis to determine the level progress towards addressing benchmark deficiencies as well as adjusting instructions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

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

Following the FCTM model, the LLT will review the results of informal and formal assessment data and student works such as mini assessments, district interim assessments, computer assisted program generating student achievement reports as well as teachers feedback on students progress on a monthly basis to determine the level progress towards addressing benchmark deficiencies as well as adjusting instructions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCTM model, the LLT will review the results of informal and formal assessment data and student works such as mini assessments, district interim assessments, computer assisted program generating student achievement reports as well as teachers feedback on students progress on a monthly basis to determine the level progress towards addressing benchmark deficiencies as well as adjusting instructions as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B3 Student performance data from the 2013 FCAT Reading TEST indicates that 67% of students made learning gains. Students will increase their learning gains to 70%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in deriving words meanings and words relationship from context as well provide additional instruction on word meaning.

G1.B3.S1 Instructional strategy will include: vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); Reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.

Action Step 1

Use Reading Plus extensively, a computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Department Chair and Team Leaders

Participants:

Students

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

Data analysis of computer Reports

Person or Persons Responsible

Highly Qualified Instructors, Team Leaders And Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Folders, Informal Assessments Results and the Formal Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Schedule And Implement Data Chats to discuss Progress.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Authentic Work, Improvement in Student Performance Data.

G1.B4 Student performance data from the 2013 FCAT Reading TEST indicates that 60% of lowest 25% students made learning gains. Students will increase their learning gains to 64%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in determining the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings.

G1.B4.S1 Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. Emphasize reading closely to identify relevant details that support greater understanding of abstract texts and technical jargons.

Action Step 1

Emphasize identifying words and clue words that signal relationships and encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Facilitator:

MTSS/LLT

Participants:

Highly qualified instructors, team leaders and department chairs

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

Examine student folders and actual works with appropriate feedback, portfolio and projects.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Schedule data chats and identify measurable progress from students data binder.

Person or Persons Responsible

MTSS/LLP

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, District Interim Assessments, scores from in-house tests and teacher made assessments.

G1.B5 Student performance data from the 2013 FCAT CELLA indicates that 55% of listening and speaking students made learning gains. Students will increase their learning gains to 60%. Students need additional opportunities to be able to produce language in response to first hand multi-sensory experiences.

G1.B5.S1 Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Teachers will ingrain the practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Highly qualified instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Facilitator:

Department chairs, Team Leaders, Rtl

Participants:

Highly Qualified Instructors, Team Leaders, Department chairs

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

Teachers will help students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B6 Student performance data from the 2013 FCAT CELLA indicates that 27% of students scored proficient in reading. Students will increase their learning gains to 34%. Students need additional opportunities where they can use visual aids such as graphs, charts, photos in lessons to support oral and written messages.

G1.B6.S1 Include: story map, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use, Literary devices and Figurative language.

Action Step 1

Use figurative language such as similes, metaphors, anchor charts, graphic organizers as well as note taking, mapping and Venn diagrams to express thoughts and written ideas.

Person or Persons Responsible

Teacher will use graphic organizers and concept mappings with students in the delivery of lessons.

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Facilitator:

Department chairs and team leaders

Participants:

Highly Qualified Instructors, Department Chairs and Team Leaders

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

Examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed

Person or Persons Responsible

Highly qualified instructors with students

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Measurable improvement in the quality and quantity of student performance and output

Person or Persons Responsible

Highly qualified instructors and TSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B7 Student performance data from the 2013 FCAT CELLA administration indicates that 30% of students scored proficient in writing. Students will increase their learning gains to 37%. Students need additional opportunities to use a dialogue journal on a regular basis.

G1.B7.S1 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Practice identifying the methods of development, as well as multiple patterns within a single passage.

Person or Persons Responsible

Students should be given more experience with problem-and-solution-finding activities. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Facilitator:

District PD personnel, Department chairs, team leaders

Participants:

Highly qualified instructors, department chairs and team leaders

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

Review student work for appropriate feedback using rubrics to inspect what is expected.

Person or Persons Responsible

Highly qualified instructors, and MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Plan to Monitor Effectiveness of G1.B7.S1

During periodic walk-through, informal and formal observations, look for the following artifacts:• graphic organizers, concept maps, open compare/contrast, signal or key words (e.g., since, because, after, while, both, however) and more challenging practice in making inferences on a daily basis.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B8 Student performance data from the 2013 FCAT Reading TEST indicates that 55% of all students made learning gains. Students will increase their proficiency level to 66%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.

G1.B8.S1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Person or Persons Responsible

Highly qualified instructors, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Facilitator:

MTSS/LLT

Participants:

Department chairs, Team leaders, Highly Qualified Instructors

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

Teachers will help students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

Plan to Monitor Effectiveness of G1.B8.S1

Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Highly qualified instructors, MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B9 FAA Barrier- Students at levels 4 - 6 must be provided with visual choices as presented in the Florida Alternate Assessment (FAA) considering existing conditions limiting the effectiveness of current efforts to improve student achievement.

G1.B9.S1 Vocabulary should be introduced to students with pictures and prints.

Action Step 1

Pictures should be faded for long term comprehension and retention.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Folders, actual class works and projects and the 2014 Florida Alternative Assessment Results.

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

Include as a look-for during informal walk through.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress in Data Binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer Student Achievement Reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

Plan to Monitor Effectiveness of G1.B9.S1

Inspect students work for improvement as expected.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress in Data Binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer Student Achievement Reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G1.B10 FAA Barrier- Students at level 7 require multiple reads of a selection prior to responding to comprehension questions by using read aloud, auditory tapes and text readers that provide print with visuals and or symbols.

G1.B10.S1 Increase instances of daily practice for retention of routine steps or strategic procedures.

Action Step 1

Encourage teachers to effectively implement Access Points.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress in Data Binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer Student Achievement Reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Include as part of the look-fors during informal walk through

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress in Data Binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer Student Achievement Reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

Plan to Monitor Effectiveness of G1.B10.S1

Check for tangible improvement signs during visitations

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress in Data Binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer Student Achievement Reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G2. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Language Conventions, our goal is for students to use prewriting strategies, correct spelling, punctuation, sentence structure and word tense.

G2.B1 The area of deficiency as demonstrated on the 2013 writing is sentence structure. Organization of information into a logical sequence.

G2.B1.S1 Use prewriting techniques to generate ideas and formulate a plan for Dialogue Journals, Letter Writing, Personal Journals, Reading Response Journal/Log.

Action Step 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Person or Persons Responsible

Highly qualified instructors, Department Chair, Team Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in effective writing for students, student folders and projects as well as writing results in the FCAT 2.0 2013 2014.

Facilitator:

Department chair and Team Leader for Common Core Standards implementation

Participants:

Highly qualified instructors, Department chair and Team Leader

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

Use of rubric during writing assignments. Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist.

Person or Persons Responsible

Students, highly qualified instructors, and MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in effective writing for students, student folders and projects as well as writing results in the FCAT 2.0 2013 2014 and overall better writing assignments from the students both in terms of quality and quantity,

Plan to Monitor Effectiveness of G2.B1.S1

Evaluate students' TeenBiz300 Level Set scores and assess improvements made in writing. Review writing samples to have students identify punctuation, subject/verb agreement errors and provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Person or Persons Responsible

Highly qualified instructors, Curriculum Support Specialist and MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased output in CELLA Writing performance and Measurable improvement in FCAT 2.0 2013 2014 Writing scores.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Develop and maintain a Writer's Notebook with students, Journal and/or Portfolio which contains brainstorming in a variety of ways.

G2.B2.S1 Participate in mini lesson on vivid verbs, sensory details, specific word choice, and elaborating sentences

Action Step 1

Use words and phrases and clauses to create cohesion and clarity to relationship prolong claims, counterclaims, reasons and evidence

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Facilitator:

Department Chair and Team Leader for Common Core Standards implementation

Participants:

Highly Qualified Instructors

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

Implement walk-throughs and classroom visitations

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Plan to Monitor Effectiveness of G2.B2.S1

Analyze and discuss data collected during walk-throughs and classroom visitation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S2 Incorporate a selection of sentence variety and sentence combining activities.

Action Step 1

Model best practices for students "I do, you do".

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Facilitator:

Department chair and Team Leader for Common Core Standards implementation

Participants:

Highly Qualified Instructors and Team Leader for Common Core Standards implementation

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S3 Students need to revise to revise for clarity of content, and word choice.

Action Step 1

Assist students to organize their ideas into a logical sequence and model effective writing for students

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Facilitator:

Department Chair and Team Leader for Common Core Standards implementation

Participants:

Highly Qualified Instructors, Department Chair and Team Leader

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Look for evidence of strategies during walk-throughs and classroom observations in all writing classes.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Plan to Monitor Effectiveness of G2.B2.S3

Analyze and discuss data gathered during walk-throughs and classroom visitations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S4 Provide suggestions for improvement in students writing.

Action Step 1

Provide editing charts to students for revision and editing their own papers as well as conferencing with peers and or teacher.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual student projects as well as writing results in the FCAT 2.0 2013 2014.

Facilitator:

Department Chair and Team Leader for Common Core Standards implementation

Participants:

Highly Qualified Instructors and Department Chair

Plan to Monitor Fidelity of Implementation of G2.B2.S4

During walk-through for implementation of the identified strategies

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual student projects as well as writing results in the FCAT 2.0 2013 2014.

Plan to Monitor Effectiveness of G2.B2.S4

Analyze data collected during walk-throughs and classroom observations

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual student projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S5 Edit for correct spelling of high-frequency and phonetically regular words, using a word bank, dictionary or other resources as necessary.

Action Step 1

Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I" and the initial word or sentences.

Person or Persons Responsible

Students, Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Measurable improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Facilitator:

Department Chair

Participants:

Highly Qualified Instructors

Action Step 2

Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.

Person or Persons Responsible

Students, Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Department Chair

Participants:

Highly Qualified Instructors

Plan to Monitor Fidelity of Implementation of G2.B2.S5

Implement walk-weekly walk-through and look for horizontal alignment with pacing guides and adopted benchmarks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Measurable improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

Plan to Monitor Effectiveness of G2.B2.S5

Analyze collected data from walk-throughs and classroom visitations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Noticeable improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G3. On the 2013 at FCAT 2.0 Mathematics Test, 55% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 67% of students to score at level 3 or above, an increase of 12 percentage points.

G3.B1 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 28% of students scored a level 3. Students experience difficulty with the reporting category related to geometry and measurement. Students need additional support in developing adequate geometry and measurement related projects in order to solve real-world problems.

G3.B1.S1 Students will be provided a variety of methods that will assist in utilizing problem-solving strategies by using inquiry-based learning techniques conducive to deeper understanding of concepts covered in the areas of geometry and measurement.

Action Step 1

Provide students who need additional support multiple opportunities to develop and sharpen their skills in the area of geometry and measurement by solving real-world application problems. Make extensive use of computer-assisted instructional program such as gizmos to reinforce the concepts in context for maximum student engagement. Infuse think, solve, and explain exercises routinely supervised in class to allow students to experience higher order thinking scenarios for deeper thought provoking reflections and understanding of geometry and measurement. Think, pair and share activities provide students ample opportunities activate prior knowledge and connect them to mental pictures when expressed in great details yield greater understanding of geometry and measurement.

Person or Persons Responsible

Highly qualified instructors

Target Dates or Schedule

Ongoing weekly.

Evidence of Completion

Teacher made tests, students folders, students project or portfolios, informal and formative assessments, student progressive achievement.

Facilitator:

Department chair, Curriculum Support Specialist

Participants:

Highly qualified instructors and Department Chair

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

The MTSS/Rti Team and the grade level teams will analyze baseline data and other formal assessments for possible adjustments in instructional delivery at the classroom level if and when that is warranted based on obtained results on a monthly basis to determine the level of student progress.

Person or Persons Responsible

The MTSS/Rti Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders, student authentic projects, Teacher made tests results, District interim assessments, students level of achievement, results of the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G3.B1.S1

Review results of students work assessment data such as teacher made tests in-house mini assessments, tutorial assessments, district in turn assessments, computer-based programs like gizmos that provides instantaneous reports as well as teachers input on a monthly basis to gage students progress towards the benchmarks on the pacing guides you to adjust delivery of instruction as needed.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Ongoing

Evidence of Completion

Students level of achievement, Student folders, Student authentic projects, Teacher made tests results, District interim assessments, results of the 2014 FCAT 2.0. Grade Book.

G3.B2 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 16% of students scored a level 4 or above. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.

G3.B2.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Facilitator:

Department chair, Curriculum Support Specialist

Participants:

Highly Qualified Instructors, Department chair, Curriculum Support Specialist

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

Look for Common Core configuration among teachers from same subject and strict adherence to district pacing guides during walk-throughs.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

Conduct data charts with students to inform them of their progress and to provide them intervention and or enrichment as applicable.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G3.B3 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 68% of all students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Facilitator:

Department Chair

Participants:

Highly Qualified Instructors

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

Plan and implement walk-through, informal and formal classroom visitations to look for common core configuration and strict adherence to appropriate Benchmarks and District pacing guides.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Analyze results from informal and formal assessments and conduct data chats with students to inform them of their progress and provide them with timely intervention and or enrichment as applicable.

Person or Persons Responsible

Highly qualified instructors, MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G3.B4 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 72% of the lowest 25% students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop appropriate methods of translating and modeling real-world problems using multiple graphical representations.

G3.B4.S1 Provide students with opportunities to use multiple representations to translate and model multi step real-world application problems using operations on real numbers analyzing and summarizing data sets.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Facilitator:

Department chair, curriculum support specialist and District PD.

Participants:

Highly Qualified Instructors

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

The MTSS/RtI Team and the grade level teams will analyze baseline data and other formal assessments for possible adjustments in instructional delivery at the classroom level if and when that is warranted based on obtained results on a monthly basis to determine the level of student progress.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Plan to Monitor Effectiveness of G3.B4.S1

Conduct data chats and analyze results from District Assessments to gage students progress and address possible adjustments if needed.

Person or Persons Responsible

Highly qualified instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G3.B5 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that the Asian, the Black, the ELL and the SWD did not meet their AMO targets. Students experience difficulty in the reporting category related to geometry and measurement. Students need additional support in understanding and making sense of real-world application problems involving geometry and measurement.

G3.B5.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 in the mathematics classroom.

Action Step 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

Highly qualified instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Facilitator:

Department chair and Curriculum Support Specialist

Participants:

Highly qualified instructors, Department chair and Curriculum Support Specialist

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

Conduct walk-throughs, informal and formal classroom visitations to look for appropriate benchmarks and District pacing guides in same subject throughout the school.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Look for improvement in students performance in the reporting category related to geometry and measurement involving real-world application problems.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G4. On the 2013 Algebra test EOC, 46% of students scored at level 3 and 50% of students scored at level 4 or above. Our goal on the 2014 Algebra EOC is to increase the number of level 3's to 47% and level 4's to 51%.

G4.B1 Increase student proficiency the category- functions, equations and inequalities. Teacher must conduct data charts with students to inform them of their progress and to provide intervention or enrichment as applicable.

G4.B1.S1 Following the FCTM guidelines, administrators and leadership team to review student progress for possible adjustments as warranted based on meticulous and objective data gathered during classroom visitation, inspection of students folders as well as the grade book.

Action Step 1

Following FCTM model, the leadership team will review results of students work, student folders, assessment data such as computer assisted programs that generate student achievement reports, District interim assessment, teachers feedback on student work on a monthly basis to gage progress towards mastery of the benchmarks outlined in the District Pacing Guides.

Person or Persons Responsible

Administrative team and leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Students progressive achievement level, Results of distinct interim assessments and ultimately the results of the 2014 algebra EOC.

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

Conduct classroom visitations to verify horizontal alignment and monitor the gathered data for possible adjustments in instructional delivery.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, teacher created assessments, portfolios, District interim assessments, FCAT Explorer reports, student authentic projects and ultimately summative assessment: results of 2014 Algebra EOC Assessment.

Plan to Monitor Effectiveness of G4.B1.S1

Review student progress for possible improvements in level achievement with the intent of adjusting the pace of instructional delivery based on current needs.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, teacher created assessments, portfolios, District interim assessments, FCAT Explorer reports, student authentic projects and ultimately summative assessment: results of 2014 Algebra EOC Assessment.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Students with a score of 3 or higher on the 2013 Algebra test EOC may be considered for participation in high school EOC with the expressed and written consent or recommendation of previous teacher.

G4.B2.S1 Conduct a survey of student population to find out the number of students that would be interested in participating.

Action Step 1

Develop the consent or recommendation form for previous teacher to fill out.

Person or Persons Responsible

Team leaders

Target Dates or Schedule

Midyear

Evidence of Completion

Increasing participation in high school EOC

Facilitator:

Department chair

Participants:

Highly Qualified Instructors

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

Discuss in team meetings for consensus

Person or Persons Responsible

Team leaders and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Increase participation in high school EOC

Plan to Monitor Effectiveness of G4.B2.S1

Compare the number of students preparing to participate in comparison to previous year

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Monthly

Evidence of Completion

The number of students engaging in that endeavor

G4.B4 Small groups and differentiated instruction will be the norm during classroom instructions for maximum student engagement.

G4.B4.S1 Completely factor polynomials expressions when more than one method is required. There was a 14% decrease in satisfactory from the Fall IA to the Winter IA. With the data from the Fall and Winter Interim, small groups can be easily made to differentiated students with their strengths and weaknesses.

Action Step 1

Organize mini classroom contests to increase student engagement and foster academic excitement. Teachers will use data from think-gate to create homogeneous or heterogeneous groups for continuous improvement.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Department chair and team leaders

Participants:

Highly qualified instructors, curriculum support specialists, department chair and cheerleaders

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Implement schedule for systematic walk-through as well as formal and informal classroom visitations

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Peer to peer interaction, student actual work and projects, grade book, increase in student achievement.

Plan to Monitor Effectiveness of G4.B4.S1

Conduct data charts and assess teachers feedback during team meetings. Teachers will use edgenuity for remediation of benchmarks considered "At Risk" according to think-gate in order to better prepare students for EOC exam.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders, actual work and projects, the results on the 2014 Algebra test EOC.

G4.B9 Students will be provided the opportunity to symbolically represent, solve, graph, interpret and analyze linear equations, inequalities, and systems of linear equations with two variables.

G4.B9.S1 In the third nine weeks teachers are collaborating during department meetings to help come up with projects in order for students to solve real-world problems.

Action Step 1

Use Edgenuity as remediation for benchmarks in the reporting category geometry and measurement after administrating teacher created tests or district topic tests and reflex math to help in the fluency of math facts.

Person or Persons Responsible

Teachers and Students.

Target Dates or Schedule

Weekly

Evidence of Completion

Student folders, projects, Data Binders and teacher made test results, informal and formal assessments..

Plan to Monitor Fidelity of Implementation of G4.B9.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B9.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. On the 2013 Science Test, 17% of students scored at level 3 and 24% of students scored at level 4 or above. Our goal on the 2014 EOC is to increase the number of level 3's to 21% and level 4's to 26%.

G5.B1 Student performance data 2013 FCAT science test indicates that 17% of students scored a level 3. Students experience difficulty with the reporting category related to nature of science. Students need additional support and identify experimental variables in constructing plausible solutions from collected data.

G5.B1.S1 Students will be provided with a wide variety of instructional methods or strategies enabling them in the process of identifying test variables and outcome variables while differentiating experiments versus investigations.

Action Step 1

Students will participate in SECME program and the regional science and engineering fair. The need additional exposure to computer-based activities such as Gizmos or Discovering Learning in order to increase rigor and inquiry-based learning while providing reinforcement in critically deficient areas.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, student scores on in-house mini assessments, district interim assessments, projects from students, Florida achieves focus and gizmos reports, teacher made tests, summative assessments: result of the FCAT 2.0 Science Assessment.

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

MTSS/RtI team will review the results of assessments by grade level, student Lab reports from performed experiments as well as social computer assisted programs on the basis to monitor progress and adjust instruction in the classroom accordingly.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, student scores on in-house mini assessments, district interim assessments, projects from students, Florida achieves focus and gizmos reports, teacher made tests, summative assessments: result of the FCAT 2.0 Science Assessment.

Plan to Monitor Effectiveness of G5.B1.S1

Students will identify test and outcome variables while differentiating experiments versus investigations using a wide variety of instructional methods or strategies.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, student scores on in-house mini assessments, district interim assessments, projects from students, Florida achieves focus and gizmos reports, teacher made tests, summative assessments: result of the FCAT 2.0 Science Assessment.

G5.B2 Students are having difficulty with the overall Fall and Winter Assessment Test with an average score of 39% proficient down to a 37% proficient.

G5.B2.S1 Foster a learner-centered environment by guiding students through differentiated instructional models in science.

Action Step 1

Use Explore Learning Gizmo, Interactive simulations in science for teachers and students as supplemental curriculum materials that support state standards. and Utilize Marzano's nine categories of effective instructional strategies model for the classroom.

Person or Persons Responsible

Highly qualified teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

Facilitator:

Science Department Chair

Participants:

Highly qualified teachers, Science Department Chair

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

Implement visitation rotation for all science classes

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

Plan to Monitor Effectiveness of G5.B2.S1

Analyze collected data for signs of improvement

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G5.B2.S2 Students are having difficulty with the overall Fall and Winter Assessment Test with an average score of 39% proficient down to a 37% proficient.

Action Step 1

Original strategies are being implemented with teachers that have access to computers in their classrooms. Teachers will use room 19 to enable students to log on to ExploreLearning GIZMOS. In addition, teachers will also use the Edgenuity remediation program along with extended learning modules and district created formative assessments to help students achieve a passing score in the 2014 science FCAT.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

On-going

Evidence of Completion

Department Chairperson

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Teachers will use room 19 to enable students to log on to ExploreLearning GIZMOS. In addition, teachers will also use the Edgenuity remediation program along with extended learning modules and district created formative assessments to help students achieve a passing score in the 2014 science FCAT.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S2

Classroom visitations will take place to ensure fidelity.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing.

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G5.B3 The scarcity of funds for Teachers to purchase raw materials for students' hands-on creation and demonstrations of concepts learned.

G5.B3.S1 Students will participate in nature of science instruction with opportunities to investigate and explain the natural world such as Fairchild challenge, Richard Kern's assembly on Florida Springs, engineering science fair competition, robotics team building and competition etc.

Action Step 1

Increase student rigor, relevance to student life, and provide students with the opportunity to design experiments, communicate through hands-on labs and classroom discussions.

Person or Persons Responsible

Highly qualified instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Science department chair

Participants:

Highly qualified instructors, science department chair

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Participate in identifying and addressing student needs by ensuring that content is being delivered in every classroom

Person or Persons Responsible

Department chair and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, student scores on in-house mini assessments, district interim assessments, projects from students, Florida achieves focus and gizmos reports, teacher made tests, summative assessments: result of the FCAT 2.0 Science Assessment.

Plan to Monitor Effectiveness of G5.B3.S1

Analyze baseline assessment results and students participation in enrichment activities as a base for reteaching of concepts.

Person or Persons Responsible

Highly qualified instructors and science department chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, student scores on in-house mini assessments, district interim assessments, projects from students, Florida achieves focus and gizmos reports, teacher made tests, summative assessments: result of the FCAT 2.0 Science Assessment.

G5.B4 Science Teachers lack of knowledge of Common Core State Standards (CCSS)

G5.B4.S1 Provide PD opportunities at school site for Science teachers on CCSS Standards.

Action Step 1

Provide students with enrichment opportunities such as field trips to Biscayne nature center Sawgrass Excursion, guest speakers (Landshark, Weather on Wheels), Technology programs like Study Islands and FCAT Explorer and national competition (Food Engineering Essay to instill a higher level of achievement with hands-on experiments and labs.

Person or Persons Responsible

Highly Qualified Instructors and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

Facilitator:

Science Department Chair

Participants:

Highly Qualified Instructors and Science Department Chair

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Implement a rotation of classroom visitation to inspect what is expected

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

Plan to Monitor Effectiveness of G5.B4.S1

Analyze the quality of data collected via walk-throughs and classroom visitations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G5.B5 Alignment of instruction in all science classroom with adopted State Standards.

G5.B5.S1 Edgenuity reports need to be added to the SIP as part of evidence of completion.

Action Step 1

Infuse Common Core in weekly Meetings

Person or Persons Responsible

Science Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, projects, results of formal and informal assessments.

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Implement classroom visitations

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Data Binders, Student Folders, projects, Results on the 2014 FCAT test.

Plan to Monitor Effectiveness of G5.B5.S1

Conduct Data Chats

Person or Persons Responsible

Teacher & Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G6. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities by 5 percentage points.

G6.B1 Increasing the number of students participating project-based learning activities for expansion and enrichment purpose in STEM.

G6.B1.S1 Open the CTE classes to all qualified students to participate in project-based learning activities for expansion and enrichment purpose in STEM.

Action Step 1

Open more classes or opportunities for student participation on the master schedule

Person or Persons Responsible

Registrar, Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment results, Participation Logs, Increase student Participation in District and State Competition

Facilitator:

Lead teacher

Participants:

Highly Qualified Instructors

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

Implement walk-through rotation

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment results, Participation Logs, Increase student Participation in District and State Competition

Plan to Monitor Effectiveness of G6.B1.S1

Analyze collected data during classroom visitations

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment results, Participation Logs, Increase student Participation in District and State Competition

G6.B8 Unpack and decrease complexity levels of materials used in CTE classes to facilitate the readability and understanding of the materials for greater success.

G6.B8.S1 Common core knowledge barrier has been reduced and evidence of this is the type of assessments that teachers are asking from their students. These include projects, formative assessments, GIZMOS and Edgenuity reports.

Action Step 1

Continue to offer Professional Development at the school site.

Person or Persons Responsible

Science Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B8.S1

Implement Classrooms visitations

Person or Persons Responsible

MTSS/RTi

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folder, Results on formal and informal assessments.

Plan to Monitor Effectiveness of G6.B8.S1

Data Analysis & Data Chats

Person or Persons Responsible

MTSS/Rt

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment results, Participation Logs, Increase student Participation in District and State Competition

G7. The CTE Highly Qualified Instructors will infuse the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G7.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects.

G7.B1.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

Action Step 1

Create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Person or Persons Responsible

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Team leaders

Participants:

Highly Qualified Instructors

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

Reading data of CTE students measuring CCSS

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

Plan to Monitor Effectiveness of G7.B1.S1

Accountability District Data of Reading targets of CTE students.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G7.B2 CTE teachers may not have access to instructional resources to support literacy standards instruction.

G7.B2.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

Action Step 1

Participate in PD, such as Fla. Assoc. of Career and Technical Education (FACTE) as course "Common Core State Standards 101 for CTE"

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Periodically

Evidence of Completion

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

Facilitator:

Team leader

Participants:

Highly Qualified Instructors

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

Identify integrated CTE academic Curriculum and best practices, particularly with CTE academic teachers in the classrooms.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

Plan to Monitor Effectiveness of G7.B2.S1

Review student reading and/or math data of CTE students

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G8. Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G8.B1 The area of deficiency was the students' scores on the District Civics Baseline Assessment.

G8.B1.S1 Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics.

Action Step 1

Show mastery of opposing points of view of a variety of issues.

Person or Persons Responsible

Civics students in social studies classes

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, projects, results of informal and formal assessments and student performance on the 2013 2014 Civics EOC Exam.

Facilitator:

Department Chair

Participants:

Social Studies Teachers and Department Chair

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

Monitor common planning sessions to ensure the Civics curriculum is properly planned and taught with fidelity. Monitor Civics teachers to ensure the utilization of district produced lesson plans with assessments aligned to EOC benchmarks.

Person or Persons Responsible

School site administrators and Social Studies department chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student actual work and projects, results of informal teacher made tests and formal district assessments as well as student performance on the end of the year course exams.

Plan to Monitor Effectiveness of G8.B1.S1

Collect, chart, and prepare data for successful implementation of district pacing guides and instructional tools will yield gains on interim assessments and mastery on Civics EOC.

Person or Persons Responsible

Civics teachers and Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student actual work and projects, results of informal teacher made tests and formal district assessments as well as student performance on the end of the year course exams.

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S8

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S8

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8.B2 Students show difficulty identifying, analyzes, applying knowledge of informational text to demonstrate an understanding of the information presented.

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

Action Step 1

Instructional and/or team meetings will outline expectations and foster integration of best practices into instruction. Civics teachers will incorporate strategies to aide students' comprehension of primary sources. Students will engage in DBQ (data based questioning) activities related to specific Civics content.

Person or Persons Responsible

Department chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Department chair and team leader

Participants:

Highly qualified instructors, department chair and team leader

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

Organize data chats

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student progress and performance results on teacher made assessments, formal district assessments, the quality student folders and projects completion as well as the 2013 2014 FCAT 2.0 examination and Civics EOC results.

Plan to Monitor Effectiveness of G8.B2.S1

Collect, chart, and prepare data towards successful implementation of district pacing guides and instructional tools for significant gains on interim assessments and mastery on Civics EOC.

Person or Persons Responsible

Civics teachers and department chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students gradual improvement based on collected data, classroom folders and projects as well as student performance on formal and informal assessments including the results of the End Of the year Course Examination.

G9. The result of the FCAT 2.0 Math indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 67%.

G9.B1 Insufficient usage of manipulates both virtual and real to aid in solving real world problems.

G9.B1.S1 Students in all grades (6-8) will infuse the Step-It-Up Problem Solving Protocol as a strategy to solve real-world application problems.

Action Step 1

Analyze Data from District Interim Assessments to measure progress toward the schools goal.

Person or Persons Responsible

Teachers, Administration, Team Leaders and Students

Target Dates or Schedule

Quarterly

Evidence of Completion

The results of the FCAT 2.0 will be used to determine the effectiveness of strategy.

Facilitator:

Department Chair

Participants:

Highly Qualified Instructors

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

Informal and formal classroom visitations on a rotation basis

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Horizontal alignment of benchmarks and pacing guides for teachers within the same subject areas.

Plan to Monitor Effectiveness of G9.B1.S1

Administer periodic District Interim Assessments to be analyzed in order to measure progress toward the school goal. Inspect what is expected.

Person or Persons Responsible

Administrators, Faculty

Target Dates or Schedule

Quarterly

Evidence of Completion

Best Practices Throughout the Building The results of the FCAT 2.0 will be used to determine the effectiveness of strategy.

G10. According to the results of the 2013 FCAT 2.0, 6th graders experienced difficulty in Reporting Category Geometry and Measurement. Our goal is to increase student performance in this reporting category by 5 percentage points.

G10.B1 Students in grade 7 who experienced difficulty in the Reporting Category Geometry and Measurement. They also should difficulty in Statistics and Probability.

G10.B1.S1 Develop students' ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

Provide students with opportunities to use multiple representations to model real world situations involving statistics and probability to make predictions.

Person or Persons Responsible

Faculty, Department Chairs, Team leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, classroom projects, Grade Book, Higher student Achievement and better results on the 2013 FCAT 2.0.

Facilitator:

Math Department chair

Participants:

Highly Qualified Instructors, Department Chair

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

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Person or Persons Responsible

Department Chairs, Team leaders, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Best Practices Throughout the Building, Higher student Achievement and better results on the 2013 FCAT 2.0.

Plan to Monitor Effectiveness of G10.B1.S1

Analyze student performance data collected during walk-throughs and classroom visitation

Person or Persons Responsible

Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Higher student Achievement and better results on the 2013 FCAT 2.0.

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

John F. Kennedy Middle School

- 1) Involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, receive pin numbers and specific instructions on accessing the parent portal as well as their rights under No Child Left Behind and other referral services.
- 2) Increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Heiken Children's Vision Program at JFK provides free complete optometric exams conducted at the school site via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.
- 3) Conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- 4) Completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
- 5) Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative

in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial

tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Homeless Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum lead teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while

working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. A great effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at the school to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES as appropriate and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors and a TRUST Specialist.
- Training and technical assistance for middle school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- Our resident TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. The school adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

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
- Free or reduced lunches are provided to all students who qualify based on parent annual income as per federal guidelines. In addition, all students , regardless of income have access to free breakfast in the cafeteria.

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 result of the FCAT 2.0 Reading indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 60%.

G1.B1 Student performance data from the 2013 FCAT Reading TEST indicates that 25 % of students scored at level 3. Students will increase their proficiency to 33%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.

G1.B1.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

PD Opportunity 1

Students will make frequent use of the following items: • Vocabulary word maps; • word walls • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • engaging in affix or root word activities.

Facilitator

Department Chair, Team Leaders

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations focusing on students' ability to complete assignments as teachers facilitate the process.

G1.B3 Student performance data from the 2013 FCAT Reading TEST indicates that 67% of students made learning gains. Students will increase their learning gains to 70%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in deriving words meanings and words relationship from context as well provide additional instruction on word meaning.

G1.B3.S1 Instructional strategy will include: vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); Reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.

PD Opportunity 1

Use Reading Plus extensively, a computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Facilitator

Department Chair and Team Leaders

Participants

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

G1.B4 Student performance data from the 2013 FCAT Reading TEST indicates that 60% of lowest 25% students made learning gains. Students will increase their learning gains to 64%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in determining the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings.

G1.B4.S1 Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. Emphasize reading closely to identify relevant details that support greater understanding of abstract texts and technical jargons.

PD Opportunity 1

Emphasize identifying words and clue words that signal relationships and encouraging students to read from a wide variety of texts.

Facilitator

MTSS/LLT

Participants

Highly qualified instructors, team leaders and department chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B5 Student performance data from the 2013 FCAT CELLA indicates that 55% of listening and speaking students made learning gains. Students will increase their learning gains to 60%. Students need additional opportunities to be able to produce language in response to first hand multi-sensory experiences.

G1.B5.S1 Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Teachers will ingrain the practice of justifying answers by going back to the text for support.

Facilitator

Department chairs, Team Leaders, Rtl

Participants

Highly Qualified Instructors, Team Leaders, Department chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B6 Student performance data from the 2013 FCAT CELLA indicates that 27% of students scored proficient in reading. Students will increase their learning gains to 34%. Students need additional opportunities where they can use visual aids such as graphs, charts, photos in lessons to support oral and written messages.

G1.B6.S1 Include: story map, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use, Literary devices and Figurative language.

PD Opportunity 1

Use figurative language such as similes, metaphors, anchor charts, graphic organizers as well as note taking, mapping and Venn diagrams to express thoughts and written ideas.

Facilitator

Department chairs and team leaders

Participants

Highly Qualified Instructors, Department Chairs and Team Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B7 Student performance data from the 2013 FCAT CELLA administration indicates that 30% of students scored proficient in writing. Students will increase their learning gains to 37%. Students need additional opportunities to use a dialogue journal on a regular basis.

G1.B7.S1 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

PD Opportunity 1

Practice identifying the methods of development, as well as multiple patterns within a single passage.

Facilitator

District PD personnel, Department chairs, team leaders

Participants

Highly qualified instructors, department chairs and team leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G1.B8 Student performance data from the 2013 FCAT Reading TEST indicates that 55% of all students made learning gains. Students will increase their proficiency level to 66%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.

G1.B8.S1 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.

PD Opportunity 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Facilitator

MTSS/LLT

Participants

Department chairs, Team leaders, Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher monitors progress on data binders, 2014 FCAT 2.0 Assessment results, FCAT Explorer student achievement reports, formative assessment, student work samples, district interim assessments, scores from in-house teacher made assessments.

G2. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Language Conventions, our goal is for students to use prewriting strategies, correct spelling, punctuation, sentence structure and word tense.

G2.B1 The area of deficiency as demonstrated on the 2013 writing is sentence structure. Organization of information into a logical sequence.

G2.B1.S1 Use prewriting techniques to generate ideas and formulate a plan for Dialogue Journals, Letter Writing, Personal Journals, Reading Response Journal/Log.

PD Opportunity 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Facilitator

Department chair and Team Leader for Common Core Standards implementation

Participants

Highly qualified instructors, Department chair and Team Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in effective writing for students, student folders and projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2 Develop and maintain a Writer's Notebook with students, Journal and/or Portfolio which contains brainstorming in a variety of ways.

G2.B2.S1 Participate in mini lesson on vivid verbs, sensory details, specific word choice, and elaborating sentences

PD Opportunity 1

Use words and phrases and clauses to create cohesion and clarity to relationship prolong claims, counterclaims, reasons and evidence

Facilitator

Department Chair and Team Leader for Common Core Standards implementation

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S2 Incorporate a selection of sentence variety and sentence combining activities.

PD Opportunity 1

Model best practices for students "I do, you do".

Facilitator

Department chair and Team Leader for Common Core Standards implementation

Participants

Highly Qualified Instructors and Team Leader for Common Core Standards implementation

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S3 Students need to revise to revise for clarity of content, and word choice.

PD Opportunity 1

Assist students to organize their ideas into a logical sequence and model effective writing for students

Facilitator

Department Chair and Team Leader for Common Core Standards implementation

Participants

Highly Qualified Instructors, Department Chair and Team Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S4 Provide suggestions for improvement in students writing.

PD Opportunity 1

Provide editing charts to students for revision and editing their own papers as well as conferencing with peers and or teacher.

Facilitator

Department Chair and Team Leader for Common Core Standards implementation

Participants

Highly Qualified Instructors and Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in students writing, effective writing in student folders and actual student projects as well as writing results in the FCAT 2.0 2013 2014.

G2.B2.S5 Edit for correct spelling of high-frequency and phonetically regular words, using a word bank, dictionary or other resources as necessary.

PD Opportunity 1

Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I" and the initial word or sentences.

Facilitator

Department Chair

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Measurable improvement in students writing, effective writing in student folders and actual projects as well as writing results in the FCAT 2.0 2013 2014.

PD Opportunity 2

Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.

Facilitator

Department Chair

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

G3. On the 2013 at FCAT 2.0 Mathematics Test, 55% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 67% of students to score at level 3 or above, an increase of 12 percentage points.

G3.B1 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 28% of students scored a level 3. Students experience difficulty with the reporting category related to geometry and measurement. Students need additional support in developing adequate geometry and measurement related projects in order to solve real-world problems.

G3.B1.S1 Students will be provided a variety of methods that will assist in utilizing problem-solving strategies by using inquiry-based learning techniques conducive to deeper understanding of concepts covered in the areas of geometry and measurement.

PD Opportunity 1

Provide students who need additional support multiple opportunities to develop and sharpen their skills in the area of geometry and measurement by solving real-world application problems. Make extensive use of computer-assisted instructional program such as gizmos to reinforce the concepts in context for maximum student engagement. Infuse think, solve, and explain exercises routinely supervised in class to allow students to experience higher order thinking scenarios for deeper thought provoking reflections and understanding of geometry and measurement. Think, pair and share activities provide students ample opportunities activate prior knowledge and connect them to mental pictures when expressed in great details yield greater understanding of geometry and measurement.

Facilitator

Department chair, Curriculum Support Specialist

Participants

Highly qualified instructors and Department Chair

Target Dates or Schedule

Ongoing weekly.

Evidence of Completion

Teacher made tests, students folders, students project or portfolios, informal and formative assessments, student progressive achievement.

G3.B2 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 16% of students scored a level 4 or above. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.

G3.B2.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

PD Opportunity 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems.

Facilitator

Department chair, Curriculum Support Specialist

Participants

Highly Qualified Instructors, Department chair, Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G3.B3 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 68% of all students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

Facilitator

Department Chair

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G3.B4 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 72% of the lowest 25% students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop appropriate methods of translating and modeling real-world problems using multiple graphical representations.

G3.B4.S1 Provide students with opportunities to use multiple representations to translate and model multi step real-world application problems using operations on real numbers analyzing and summarizing data sets.

PD Opportunity 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Facilitator

Department chair, curriculum support specialist and District PD.

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G3.B5 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that the Asian, the Black, the ELL and the SWD did not meet their AMO targets. Students experience difficulty in the reporting category related to geometry and measurement. Students need additional support in understanding and making sense of real-world application problems involving geometry and measurement.

G3.B5.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 in the mathematics classroom.

PD Opportunity 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Facilitator

Department chair and Curriculum Support Specialist

Participants

Highly qualified instructors, Department chair and Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, Data gathered from mini Assessments administered in-house, Teacher made Tests, Students Portfolios and Authentic Projects, District Interim Assessments, Summative Assessment, the Results of the 2014 FCAT 2.0 Mathematic Assessments.

G4. On the 2013 Algebra test EOC, 46% of students scored at level 3 and 50% of students scored at level 4 or above. Our goal on the 2014 Algebra EOC is to increase the number of level 3's to 47% and level 4's to 51%.

G4.B2 Students with a score of 3 or higher on the 2013 Algebra test EOC may be considered for participation in high school EOC with the expressed and written consent or recommendation of previous teacher.

G4.B2.S1 Conduct a survey of student population to find out the number of students that would be interested in participating.

PD Opportunity 1

Develop the consent or recommendation form for previous teacher to fill out.

Facilitator

Department chair

Participants

Highly Qualified Instructors

Target Dates or Schedule

Midyear

Evidence of Completion

Increasing participation in high school EOC

G4.B4 Small groups and differentiated instruction will be the norm during classroom instructions for maximum student engagement.

G4.B4.S1 Completely factor polynomials expressions when more than one method is required. There was a 14% decrease in satisfactory from the Fall IA to the Winter IA. With the data from the Fall and Winter Interim, small groups can be easily made to differentiated students with their strengths and weaknesses.

PD Opportunity 1

Organize mini classroom contests to increase student engagement and foster academic excitement. Teachers will use data from think-gate to create homogeneous or heterogeneous groups for continuous improvement.

Facilitator

Department chair and team leaders

Participants

Highly qualified instructors, curriculum support specialists, department chair and cheerleaders

Target Dates or Schedule

Ongoing

Evidence of Completion

G5. On the 2013 Science Test, 17% of students scored at level 3 and 24% of students scored at level 4 or above. Our goal on the 2014 EOC is to increase the number of level 3's to 21% and level 4's to 26%.

G5.B2 Students are having difficulty with the overall Fall and Winter Assessment Test with an average score of 39% proficient down to a 37% proficient.

G5.B2.S1 Foster a learner-centered environment by guiding students through differentiated instructional models in science.

PD Opportunity 1

Use Explore Learning Gizmo, Interactive simulations in science for teachers and students as supplemental curriculum materials that support state standards. and Utilize Marzano's nine categories of effective instructional strategies model for the classroom.

Facilitator

Science Department Chair

Participants

Highly qualified teachers, Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G5.B3 The scarcity of funds for Teachers to purchase raw materials for students' hands-on creation and demonstrations of concepts learned.

G5.B3.S1 Students will participate in nature of science instruction with opportunities to investigate and explain the natural world such as Fairchild challenge, Richard Kern's assembly on Florida Springs, engineering science fair competition, robotics team building and competition etc.

PD Opportunity 1

Increase student rigor, relevance to student life, and provide students with the opportunity to design experiments, communicate through hands-on labs and classroom discussions.

Facilitator

Science department chair

Participants

Highly qualified instructors, science department chair

Target Dates or Schedule

Ongoing

Evidence of Completion

G5.B4 Science Teachers lack of knowledge of Common Core State Standards (CCSS)

G5.B4.S1 Provide PD opportunities at school site for Science teachers on CCSS Standards.

PD Opportunity 1

Provide students with enrichment opportunities such as field trips to Biscayne nature center Sawgrass Excursion, guest speakers (Landshark, Weather on Wheels), Technology programs like Study Islands and FCAT Explorer and national competition (Food Engineering Essay to instill a higher level of achievement with hands-on experiments and labs.

Facilitator

Science Department Chair

Participants

Highly Qualified Instructors and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, Formative assessments, student scores on in-house mini assessments, District Interim Assessments, actual projects from students, Florida Achieves focus and Gizmos Reports, Teacher made tests, Summative Assessments: Result of the FCAT 2.0 Science Assessment.

G6. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities by 5 percentage points.

G6.B1 Increasing the number of students participating project-based learning activities for expansion and enrichment purpose in STEM.

G6.B1.S1 Open the CTE classes to all qualified students to participate in project-based learning activities for expansion and enrichment purpose in STEM.

PD Opportunity 1

Open more classes or opportunities for student participation on the master schedule

Facilitator

Lead teacher

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment results, Participation Logs, Increase student Participation in District and State Competition

G7. The CTE Highly Qualified Instructors will infuse the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G7.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects.

G7.B1.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

PD Opportunity 1

Create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Facilitator

Team leaders

Participants

Highly Qualified Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

G7.B2 CTE teachers may not have access to instructional resources to support literacy standards instruction.

G7.B2.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

PD Opportunity 1

Participate in PD, such as Fla. Assoc. of Career and Technical Education (FACTE) as course "Common Core State Standards 101 for CTE"

Facilitator

Team leader

Participants

Highly Qualified Instructors

Target Dates or Schedule

Periodically

Evidence of Completion

Teacher monitors progress on Data binders, 2014 FCAT 2.0 Assessment Results, FCAT Explorer student achievement reports, formative Assessments, student work samples, District Interim Assessments, scores from in-house Teacher made Assessments.

G8. Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G8.B1 The area of deficiency was the students' scores on the District Civics Baseline Assessment.

G8.B1.S1 Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics.

PD Opportunity 1

Show mastery of opposing points of view of a variety of issues.

Facilitator

Department Chair

Participants

Social Studies Teachers and Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, projects, results of informal and formal assessments and student performance on the 2013 2014 Civics EOC Exam.

G8.B2 Students show difficulty identifying, analyzes, applying knowledge of informational text to demonstrate an understanding of the information presented.

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

PD Opportunity 1

Instructional and/or team meetings will outline expectations and foster integration of best practices into instruction. Civics teachers will incorporate strategies to aide students' comprehension of primary sources. Students will engage in DBQ (data based questioning) activities related to specific Civics content.

Facilitator

Department chair and team leader

Participants

Highly qualified instructors, department chair and team leader

Target Dates or Schedule

Ongoing

Evidence of Completion

G9. The result of the FCAT 2.0 Math indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 67%.

G9.B1 Insufficient usage of manipulates both virtual and real to aid in solving real world problems.

G9.B1.S1 Students in all grades (6-8) will infuse the Step-It-Up Problem Solving Protocol as a strategy to solve real-world application problems.

PD Opportunity 1

Analyze Data from District Interim Assessments to measure progress toward the schools goal.

Facilitator

Department Chair

Participants

Highly Qualified Instructors

Target Dates or Schedule

Quarterly

Evidence of Completion

The results of the FCAT 2.0 will be used to determine the effectiveness of strategy.

G10. According to the results of the 2013 FCAT 2.0, 6th graders experienced difficulty in Reporting Category Geometry and Measurement. Our goal is to increase student performance in this reporting category by 5 percentage points.

G10.B1 Students in grade 7 who experienced difficulty in the Reporting Category Geometry and Measurement. They also should difficulty in Statistics and Probability.

G10.B1.S1 Develop students' ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

PD Opportunity 1

Provide students with opportunities to use multiple representations to model real world situations involving statistics and probability to make predictions.

Facilitator

Math Department chair

Participants

Highly Qualified Instructors, Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders, classroom projects, Grade Book, Higher student Achievement and better results on the 2013 FCAT 2.0.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The result of the FCAT 2.0 Reading indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 60%.	\$2,762
G2.	The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Language Conventions, our goal is for students to use prewriting strategies, correct spelling, punctuation, sentence structure and word tense.	\$1,100
G3.	On the 2013 at FCAT 2.0 Mathematics Test, 55% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 67% of students to score at level 3 or above, an increase of 12 percentage points.	\$213
G4.	On the 2013 Algebra test EOC, 46% of students scored at level 3 and 50% of students scored at level 4 or above. Our goal on the 2014 Algebra EOC is to increase the number of level 3's to 47% and level 4's to 51%.	\$1,359
G5.	On the 2013 Science Test, 17% of students scored at level 3 and 24% of students scored at level 4 or above. Our goal on the 2014 EOC is to increase the number of level 3's to 21% and level 4's to 26%.	\$602
G6.	Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities by 5 percentage points.	\$39
G7.	The CTE Highly Qualified Instructors will infuse the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.	\$64
G8.	Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.	\$128
G10.	According to the results of the 2013 FCAT 2.0, 6th graders experienced difficulty in Reporting Category Geometry and Measurement. Our goal is to increase student performance in this reporting category by 5 percentage points.	\$132
Total		\$6,399

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials		Evidence-Based Program		Personnel	Total
Fund 9: .	\$1,122	\$0	\$0	\$0	\$0	\$1,122
	\$0	\$0	\$0	\$0	\$0	\$0
EESAC	\$1,310	\$0	\$3,547	\$0	\$0	\$4,857
N/A	\$0	\$0	\$0	\$0	\$0	\$0
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
ESSAC	\$141	\$0	\$279	\$0	\$0	\$420
Total	\$2,573	\$0	\$3,826	\$0	\$0	\$6,399

Budget Details

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

G1. The result of the FCAT 2.0 Reading indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 60%.

G1.B1 Student performance data from the 2013 FCAT Reading TEST indicates that 25 % of students scored at level 3. Students will increase their proficiency to 33%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.

G1.B1.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

Action Step 1

Students will make frequent use of the following items: • Vocabulary word maps; • word walls • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • engaging in affix or root word activities.

Resource Type

Evidence-Based Materials

Resource

Study Island.

Funding Source

Fund 9: .

Amount Needed

\$1,122

G1.B3 Student performance data from the 2013 FCAT Reading TEST indicates that 67% of students made learning gains. Students will increase their learning gains to 70%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in deriving words meanings and words relationship from context as well provide additional instruction on word meaning.

G1.B3.S1 Instructional strategy will include: vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); Reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.

Action Step 1

Use Reading Plus extensively, a computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Resource Type

Resource

Funding Source

Amount Needed

G1.B4 Student performance data from the 2013 FCAT Reading TEST indicates that 60% of lowest 25% students made learning gains. Students will increase their learning gains to 64%. Students experienced difficulty with reporting category 1- Vocabulary. Students need additional support in determining the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings.

G1.B4.S1 Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. Emphasize reading closely to identify relevant details that support greater understanding of abstract texts and technical jargons.

Action Step 1

Emphasize identifying words and clue words that signal relationships and encouraging students to read from a wide variety of texts.

Resource Type

Evidence-Based Program

Resource

Art supplies and Sets of Highlighters, Light and Sound Buzzers from Learning Resources.

Funding Source

EESAC

Amount Needed

\$50

G1.B5 Student performance data from the 2013 FCAT CELLA indicates that 55% of listening and speaking students made learning gains. Students will increase their learning gains to 60%. Students need additional opportunities to be able to produce language in response to first hand multi-sensory experiences.

G1.B5.S1 Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Teachers will ingrain the practice of justifying answers by going back to the text for support.

Resource Type

Evidence-Based Program

Resource

Reading plus

Funding Source

EESAC

Amount Needed

\$750

G1.B6 Student performance data from the 2013 FCAT CELLA indicates that 27% of students scored proficient in reading. Students will increase their learning gains to 34%. Students need additional opportunities where they can use visual aids such as graphs, charts, photos in lessons to support oral and written messages.

G1.B6.S1 Include: story map, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use, Literary devices and Figurative language.

Action Step 1

Use figurative language such as similes, metaphors, anchor charts, graphic organizers as well as note taking, mapping and Venn diagrams to express thoughts and written ideas.

Resource Type

Evidence-Based Materials

Resource

Accelerated Reader Incentives and quizzes

Funding Source

EESAC

Amount Needed

\$40

G1.B7 Student performance data from the 2013 FCAT CELLA administration indicates that 30% of students scored proficient in writing. Students will increase their learning gains to 37%. Students need additional opportunities to use a dialogue journal on a regular basis.

G1.B7.S1 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Practice identifying the methods of development, as well as multiple patterns within a single passage.

Resource Type

Evidence-Based Materials

Resource

Arts supplies and highlighters

Funding Source

EESAC

Amount Needed

\$50

G1.B8 Student performance data from the 2013 FCAT Reading TEST indicates that 55% of all students made learning gains. Students will increase their proficiency level to 66%. Students experienced difficulty with reporting category 2- reading application. Students need additional support in identifying author's purpose through content clues, additional practice with higher order reading comprehension skills and identifying relevant details from the passage to determine the main idea or essential message.

G1.B8.S1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Resource Type

Evidence-Based Program

Resource

Reading plus

Funding Source

EESAC

Amount Needed

\$750

G2. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Language Conventions, our goal is for students to use prewriting strategies, correct spelling, punctuation, sentence structure and word tense.

G2.B1 The area of deficiency as demonstrated on the 2013 writing is sentence structure. Organization of information into a logical sequence.

G2.B1.S1 Use prewriting techniques to generate ideas and formulate a plan for Dialogue Journals, Letter Writing, Personal Journals, Reading Response Journal/Log.

Action Step 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

N/A

Amount Needed

\$0

G2.B2 Develop and maintain a Writer's Notebook with students, Journal and/or Portfolio which contains brainstorming in a variety of ways.

G2.B2.S1 Participate in mini lesson on vivid verbs, sensory details, specific word choice, and elaborating sentences

Action Step 1

Use words and phrases and clauses to create cohesion and clarity to relationship prolong claims, counterclaims, reasons and evidence

Resource Type

Evidence-Based Materials

Resource

Two class sets of novels

Funding Source

EESAC

Amount Needed

\$60

G2.B2.S2 Incorporate a selection of sentence variety and sentence combining activities.

Action Step 1

Model best practices for students "I do, you do".

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

N/A

Amount Needed

\$0

G2.B2.S3 Students need to revise to revise for clarity of content, and word choice.

Action Step 1

Assist students to organize their ideas into a logical sequence and model effective writing for students

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

N/A

Amount Needed

\$0

G2.B2.S4 Provide suggestions for improvement in students writing.

Action Step 1

Provide editing charts to students for revision and editing their own papers as well as conferencing with peers and or teacher.

Resource Type

Evidence-Based Program

Resource

Highly Qualified Instructors

Funding Source

Not Applicable

Amount Needed

\$0

G2.B2.S5 Edit for correct spelling of high-frequency and phonetically regular words, using a word bank, dictionary or other resources as necessary.

Action Step 1

Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I" and the initial word or sentences.

Resource Type

Evidence-Based Materials

Resource

Art supplies and a set of highlighters

Funding Source

ESSAC

Amount Needed

\$40

Action Step 2

Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.

Resource Type

Evidence-Based Materials

Resource

InK. for printers

Funding Source

EESAC

Amount Needed

\$1,000

G3. On the 2013 at FCAT 2.0 Mathematics Test, 55% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 is for 67% of students to score at level 3 or above, an increase of 12 percentage points.

G3.B1 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 28% of students scored a level 3. Students experience difficulty with the reporting category related to geometry and measurement. Students need additional support in developing adequate geometry and measurement related projects in order to solve real-world problems.

G3.B1.S1 Students will be provided a variety of methods that will assist in utilizing problem-solving strategies by using inquiry-based learning techniques conducive to deeper understanding of concepts covered in the areas of geometry and measurement.

Action Step 1

Provide students who need additional support multiple opportunities to develop and sharpen their skills in the area of geometry and measurement by solving real-world application problems. Make extensive use of computer-assisted instructional program such as gizmos to reinforce the concepts in context for maximum student engagement. Infuse think, solve, and explain exercises routinely supervised in class to allow students to experience higher order thinking scenarios for deeper thought provoking reflections and understanding of geometry and measurement. Think, pair and share activities provide students ample opportunities activate prior knowledge and connect them to mental pictures when expressed in great details yield greater understanding of geometry and measurement.

Resource Type

Evidence-Based Materials

Resource

Write "N" wipe board class set- X- Y axis (30)

Funding Source

ESSAC

Amount Needed

\$56

G3.B2 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 16% of students scored a level 4 or above. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.

G3.B2.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems.

Resource Type

Evidence-Based Materials

Resource

Nasco' s Cone-tip dry erase markers- box of 150

Funding Source

EESAC

Amount Needed

\$112

G3.B3 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 68% of all students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop adequate geometric and measurement related projects to solve real-world problems.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on geometry and measurement.

Resource Type

Evidence-Based Materials

Resource

Mini washable erasers (60)

Funding Source

ESSAC

Amount Needed

\$45

G3.B4 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that 72% of the lowest 25% students made learning gains. Students experienced difficulty with the reporting category related to geometry and measurement. Students need additional support to develop appropriate methods of translating and modeling real-world problems using multiple graphical representations.

G3.B4.S1 Provide students with opportunities to use multiple representations to translate and model multi step real-world application problems using operations on real numbers analyzing and summarizing data sets.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

N/A

Amount Needed

\$0

G3.B5 Student performance data from the 2013 FCAT2.0 Mathematics test indicates that the Asian, the Black, the ELL and the SWD did not meet their AMO targets. Students experience difficulty in the reporting category related to geometry and measurement. Students need additional support in understanding and making sense of real-world application problems involving geometry and measurement.

G3.B5.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 in the mathematics classroom.

Action Step 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

N/A

Amount Needed

\$0

G4. On the 2013 Algebra test EOC, 46% of students scored at level 3 and 50% of students scored at level 4 or above. Our goal on the 2014 Algebra EOC is to increase the number of level 3's to 47% and level 4's to 51%.

G4.B2 Students with a score of 3 or higher on the 2013 Algebra test EOC may be considered for participation in high school EOC with the expressed and written consent or recommendation of previous teacher.

G4.B2.S1 Conduct a survey of student population to find out the number of students that would be interested in participating.

Action Step 1

Develop the consent or recommendation form for previous teacher to fill out.

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

N/A

Amount Needed

\$0

G4.B4 Small groups and differentiated instruction will be the norm during classroom instructions for maximum student engagement.

G4.B4.S1 Completely factor polynomials expressions when more than one method is required. There was a 14% decrease in satisfactory from the Fall IA to the Winter IA. With the data from the Fall and Winter Interim, small groups can be easily made to differentiated students with their strengths and weaknesses.

Action Step 1

Organize mini classroom contests to increase student engagement and foster academic excitement. Teachers will use data from think-gate to create homogeneous or heterogeneous groups for continuous improvement.

Resource Type

Evidence-Based Program

Resource

Math counts club, TI – 108 solar calculators, Crayola colored pencils class pack 240, bus for math counts, MAO-Ferguson HS, bus for MAO, DCCTM, bus for DCCTM, MAA, Sigma math league,

Funding Source

EESAC

Amount Needed

\$1,359

G5. On the 2013 Science Test, 17% of students scored at level 3 and 24% of students scored at level 4 or above. Our goal on the 2014 EOC is to increase the number of level 3's to 21% and level 4's to 26%.

G5.B2 Students are having difficulty with the overall Fall and Winter Assessment Test with an average score of 39% proficient down to a 37% proficient.

G5.B2.S1 Foster a learner-centered environment by guiding students through differentiated instructional models in science.

Action Step 1

Use Explore Learning Gizmo, Interactive simulations in science for teachers and students as supplemental curriculum materials that support state standards. and Utilize Marzano's nine categories of effective instructional strategies model for the classroom.

Resource Type

Evidence-Based Program

Resource

SECME Competition (Bus and Registration)

Funding Source

ESSAC

Amount Needed

\$240

G5.B3 The scarcity of funds for Teachers to purchase raw materials for students' hands-on creation and demonstrations of concepts learned.

G5.B3.S1 Students will participate in nature of science instruction with opportunities to investigate and explain the natural world such as Fairchild challenge, Richard Kern's assembly on Florida Springs, engineering science fair competition, robotics team building and competition etc.

Action Step 1

Increase student rigor, relevance to student life, and provide students with the opportunity to design experiments, communicate through hands-on labs and classroom discussions.

Resource Type

Evidence-Based Program

Resource

Wooden bridge building kits

Funding Source

EESAC

Amount Needed

\$62

G5.B4 Science Teachers lack of knowledge of Common Core State Standards (CCSS)

G5.B4.S1 Provide PD opportunities at school site for Science teachers on CCSS Standards.

Action Step 1

Provide students with enrichment opportunities such as field trips to Biscayne nature center Sawgrass Excursion, guest speakers (Landshark, Weather on Wheels), Technology programs like Study Islands and FCAT Explorer and national competition (Food Engineering Essay to instill a higher level of achievement with hands-on experiments and labs.

Resource Type

Evidence-Based Program

Resource

District Science Fair Registration

Funding Source

EESAC

Amount Needed

\$300

G6. Our goal for the 2013-2014 school year is to increase the number of students participating in STEM programs and activities by 5 percentage points.

G6.B1 Increasing the number of students participating project-based learning activities for expansion and enrichment purpose in STEM.

G6.B1.S1 Open the CTE classes to all qualified students to participate in project-based learning activities for expansion and enrichment purpose in STEM.

Action Step 1

Open more classes or opportunities for student participation on the master schedule

Resource Type

Evidence-Based Program

Resource

Science fair ribbons for participants (100)

Funding Source

ESSAC

Amount Needed

\$39

G7. The CTE Highly Qualified Instructors will infuse the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G7.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects.

G7.B1.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

Action Step 1

Create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Resource Type

Evidence-Based Materials

Resource

Timber cutters and Pistco Structure Glue

Funding Source

EESAC

Amount Needed

\$48

G7.B2 CTE teachers may not have access to instructional resources to support literacy standards instruction.

G7.B2.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

Action Step 1

Participate in PD, such as Fla. Assoc. of Career and Technical Education (FACTE) as course "Common Core State Standards 101 for CTE"

Resource Type

Evidence-Based Program

Resource

Glue bottles with Spout

Funding Source

EESAC

Amount Needed

\$16

G8. Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G8.B1 The area of deficiency was the students' scores on the District Civics Baseline Assessment.

G8.B1.S1 Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics.

Action Step 1

Show mastery of opposing points of view of a variety of issues.

Resource Type

Evidence-Based Program

Resource

Egg drop and banner

Funding Source

EESAC

Amount Needed

\$30

G8.B2 Students show difficulty identifying, analyzes, applying knowledge of informational text to demonstrate an understanding of the information presented.

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

Action Step 1

Instructional and/or team meetings will outline expectations and foster integration of best practices into instruction. Civics teachers will incorporate strategies to aide students' comprehension of primary sources. Students will engage in DBQ (data based questioning) activities related to specific Civics content.

Resource Type

Evidence-Based Program

Resource

Science Fair Trophies 1rst -5th places

Funding Source

EESAC

Amount Needed

\$98

G9. The result of the FCAT 2.0 Math indicates that 55% of the students reached proficiency. Our goal is to increase the student's proficiency from 55% to 67%.

G9.B1 Insufficient usage of manipulates both virtual and real to aid in solving real world problems.

G9.B1.S1 Students in all grades (6-8) will infuse the Step-It-Up Problem Solving Protocol as a strategy to solve real-world application problems.

Action Step 1

Analyze Data from District Interim Assessments to measure progress toward the schools goal.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10. According to the results of the 2013 FCAT 2.0, 6th graders experienced difficulty in Reporting Category Geometry and Measurement. Our goal is to increase student performance in this reporting category by 5 percentage points.

G10.B1 Students in grade 7 who experienced difficulty in the Reporting Category Geometry and Measurement. They also should difficulty in Statistics and Probability.

G10.B1.S1 Develop students' ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

Provide students with opportunities to use multiple representations to model real world situations involving statistics and probability to make predictions.

Resource Type

Evidence-Based Program

Resource

Science Fair Ribbons 1st -3rd places

Funding Source

EESAC

Amount Needed

\$132