2013-2014 SCHOOL IMPROVEMENT PLAN

North Dade Middle School
1840 NW 157 ST
Miami Gardens, FL 33054
305-624-8415
http://ndms.dadeschools.net/main.htm

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	92%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	D	C	D	C

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
North Dade Middle School

Principal
Tonya Dillard S

School Advisory Council chair
Dannie McMillon

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

Name	Title
Yolanda Smith	Reading Coach
Taneisha Webster	Reading Coach
Tanya S. Daly-Barnes	Assistant Principal
Yula Andre	Math Coach
Marie-france Etienne-denis	Science Coach
Dr. Monica Thurston	Lead Teacher

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school (5 teachers, 7 parents, 1 student, 1 education support employee,1 business/community representative, 1 U.T.D. steward, the Principal and/or administrative designee).

Involvement of the SAC in the development of the SIP

Meet regularly to implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the school improvement plan, and to assist in the preparation of the school's annual budget.

Activities of the SAC for the upcoming school year

Monitor implementation of the School Improvement Plan (SIP) through ongoing data analysis, sponsor drives to
increase parent involvement, and Reach out to community to obtain more partners.

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

SAC Funds will be used for tutorial programs and snacks, end of the year student awards, and student incentive rewards

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

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

Highly Qualified Staff

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

Administrators

of administrators
2

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

Administrator Information:

Tonya Dillard S

Principal	Years as Administrator: 17	Years at Current School: 3

Credentials	AA & BA Business Administration, University of Florida and Florida A & M University; Master of Science - Mathematics, Nova Southeastern University (NSU); Doctorate - Educational Leadership, NSU Certification - MG Math, Math 6 – 12, & School Principal
Performance Record	13 12 11 10 09 08 School Grades D C D D D C High Standards Rdg. 37% 38% 49% 32% 33% 34% High Standards Math 39%38% 42% 42% 41% 42% Lrng Gains-Rdg. 52% 58% 56% 55% 53% 58% Lrng Gains-Math 51% 63% 54% 66% 60% 71% Gains-Rdg 25%- 49% 52% 62% 68% 68% 68% Gains-Math 25%- 57% 67% 66% 70% 69% 73%

Tanya S. Daly-Barnes		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	BS Elementary Education Florida International University Master- Urban Education Florida International University Specialist:Educational Leadership Nova Southeastern University
Performance Record	13 12 11 10 09 08 School Grade D C B C D D AYP 90% 87% 74% 72% High Standards Rdg. 33% 30% 56% 40% 36% 39% High Standards Mth. 59% 57% 80% 48% 31 % 28 % Lrng Gains-Rdg 66% 63% 62% 63% 56% 58% Lrng Gains-Math 66% 73% 72% 80% 76% 63% 64% Gains-Rdg-25% 71% 64% 62% 70% 73% 63% Gains-Math-25% 66% 87% 69 % 84% 68% 81%

Instructional Coaches

# of instructional coaches
4

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

Instructional Coach Information:

Yolanda Smith		
Part-time / District-based	Years as Coach: 9	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BA- Creative Writing, Florida State University; Master of Science - Reading, Nova Southeastern University /Certification - MG English
Performance Record	13' 12 '11 '10 '09 '08 School Grade D C D D D C High Standards Rdg. 37% 38% 49% 32% 33% 34% High Standards Math 39% 38% 42% 42% 41% 42% Lrng Gains-Rdg. 52% 58% 56% 55% 53% 58% Lrng Gains-Math 51% 63% 54% 66% 60% 71% Gains-Rdg-25% 49% 52% 62% 68% 68% 68% Gains-Math- 25% 57% 67% 66% 70% 69% 73%

Marie-France Etienne- Denis		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2

Areas	Science
Credentials	BS- Biological Sciences; MS- Varying Exceptionalities; Certification- Biology (6-12), Varying Exceptionalities, ESOL Endorsement, MG Integrated Curriculum, ED Leadership
Performance Record	12 '11 '10 '09 '08 School Grade D C D D D C High Standards Rdg. 37%. 38% 49% 32% 33% 34% High Standards Math 39% 38% 42% 42% 41% 42% Lrng Gains-Rdg. 52%. 58% 56% 55% 53% 58% Lrng Gains-Math 51% 63% 54% 66% 60% 71% Gains-Rdg-25% 49% 52% 62% 68% 68% 68% Gains-Math- 25% 57% 67% 66% 70% 69% 73%

Tanieisha Webster		
Part-time / District-based	Years as Coach: 1	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BS Finance Certifications Reading Endorsement K-12 Middle Grades English 6-9
Performance Record	

Yula Andre		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Bachelor of Science in Biology Master of Science in Public Health (M.P.H) Florida Mathematics Certificate 6-12 (grades)
Performance Record	'12 '11 '10 '09 '08 School Grade D D A A A High Standards Rdg. 25% 30% 31% 71% 71% High Standards Math 36% 45% 32% 70% 73% Learning Gains – Rdg. 59% 50% 65% 69% 69% Learning Gains - Math 68% 64% 74% 73% 72% Gains – Rdg. 25% 69% 65% 63% 80% 73% Gains – Math 25% 82% 71% 70% 69% 67%

Classroom Teachers

# of classroom teachers
50

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
64%

 # certified in-field
, 0%

 # ESOL endorsed
8, 16%

 # reading endorsed
9, 18%

 # with advanced degrees
24, 48%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
7, 14%

 # with 6-14 years of experience
22, 44%

 # with 15 or more years of experience

20, 40%

Education Paraprofessionals

# of paraprofessionals

 # Highly Qualified

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

1. Provide internship opportunities with local universities and partner with College campus Job Fairs. Principal
2. Schedule meetings on a continual basis with new teachers and partner new teachers with mentor veteran teachers. Principal - Assistant Principal - Department Chairperson
3. Provide opportunities for teachers to visit peer teachers and share best practices. Principal - Assistant Principal - Department Chairperson
4. Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.). Principal - Assistant Principal - Department Chairperson

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

1. Provide internship opportunities with local universities and partner with College campus Job Fairs.
2. Schedule meetings on a continual basis with new teachers and partner new teachers with mentor veteran teachers.
3. Provide opportunities for teachers to visit peer teachers and share best practices.
4. Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.).

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

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

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

North Dade Middle MTSS/RtI Leadership Team meets monthly to review the overall educational delivery of

instruction by developing and maintaining a problem solving system to ensure optimal performance of our
leaders, teachers and students. This includes data analysis and progress monitoring of reading, mathematics, science and writing assessments, sustaining, evaluating and coordinating Best Practices across
the curriculum. Data is reviewed constantly by student groups, grade level, classroom level and discipline to
identify students who are meeting/exceeding benchmarks, either at moderate risk or high risk. Based on the
above information, the team will identify instructional focus, professional development needs, mentoring and
supplemental resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate
the process of building consensus, increasing infrastructure, and making decisions about implementation.
Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement

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

North Dade Middle MTSS/RtI team consists of the principal, assistant principals, reading coach, department
chairpersons, student service personnel, media specialist and testing chairperson. The individuals selected

for the team have specific knowledge and strengths within their specific content area or expertise. The team

problem solve as issues and concerns arise through an ongoing, systematic examination of available data

with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student

social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;

• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level,

subject area, and intervention group, problem solving

• Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific

problems or concerns as warranted, such as:

• School reading, math, science, and behavior specialists (Y. smith, T. Webster, Y. Andre,

• Special education personnel

• School guidance counselor

• School psychologist

• School social worker

• Member of advisory group

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

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data

gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students

• adjust the delivery of behavior management system

• adjust the allocation of school-based resources

• drive decisions regarding targeted professional development

• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• 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 climatesurveys
• Attendance
• Referrals to special education programs

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

North Dade Middle 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 tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
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: 6,000

North Dade Middle School offers the After School All - Star program which provides planned activities, that include homework assistance, indoor and outdoor games, arts and crafts, snack time and various recreational activities. The program offers reading and math tutoring, music, enrichment and other classes designed to provide participants with a variety of educational and enrichment experiences.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Sign -in sheets, schedule of planned activities, and student participation logs are monitored to ensure efficacy of implementation.

Who is responsible for monitoring implementation of this strategy?

The school site coordinator is responsible for monitoring and reporting findings to Administration.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Tonya Dillard	Principal
Tanya S. Daly-Barnes	Assistant Principal
Yoland Smith	Reading Coach
Tanieisha Webster	Reading Coach
Treesey Weaver	Media Specialist
Floyd Knight	SPED Teacher
Maria de Armendi	Social Studies Teacher
Josefina Bernal	World Languages Department Chairperson
Alecia Johnson	Language Arts/ Reading Teacher
Flavia Ramirez	Language Arts/ Reading Teacher
Robert Stincone	Language Arts/ Reading Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to promote literacy, reading and writing across the curriculum
and to review the school-wide Instructional Focus in Reading.
The team is responsible to:
• Ensure that instructional focus calendar for reading is implemented with fidelity across the curriculum.
• Implement and monitor the School Wide Monthly Writing Calendar.
• Promote the Accelerated Reader (AR) program and monitor the accumulation of AR points.
• Progress monitor FCAT Level 1 and Level 2 students.

• Monitor Reading Plus data and sessions completed per week (at least 2 sessions per week for each student).
• Monitor Compass Learning usage and progress.
• Prescribe interventions for the lowest 25th percentile in reading.
• Provide incentives for students performing at mastery on the FAIR, Voyager Assessments, Baseline and
Interim Assessments.

Major initiatives of the LLT

North Dade Middle Literacy Team's major initiatives will be to:
• Increase Literacy awareness school-wide
• Develop and implement a school-wide Literacy Plan
• Provide Professional Development to teachers
• Develop school-wide literacy activities
• Disaggregate data
• Assist in monitoring the utilization of the Florida Continuous Improvement Model

Every Teacher Contributes to Reading Instruction

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

The implementation of a school-wide Reading Instructional Focus Calendar along with reading strategies will
be provided for all teachers. The Reading Coach will model a variety of strategies to ensure that the implementations of all clusters are being addressed in all content areas. Professional Development emphasizing Reading Across the Curriculum, Reciprocal Teaching, and CRISS Refresher. The Leadership
Team will conduct classroom walkthroughs to monitor implementation with fidelity.

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

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

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

Strategies for improving student readiness for the public postsecondary level

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	48%	37%	No	54%
American Indian				
Asian				
Black/African American	48%	37%	No	53%
Hispanic	57%	36%	No	61%
White				
English language learners	17%	20%	Yes	25%
Students with disabilities	27%	10%	No	34%
Economically disadvantaged	47%	36%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	20%	35%
Students scoring at or above Achievement Level 4	97	13%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0)		49%	54%

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)	29	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	20%	28%

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	74	38%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	43%	39%	No	49%
American Indian				
Asian				
Black/African American	43%	37%	No	48%
Hispanic	58%	48%	No	62%
White				
English language learners	29%	35%	Yes	36%
Students with disabilities	26%	7%	No	33%
Economically disadvantaged	43%	38%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	26%	37%
Students scoring at or above Achievement Level 4	46	7%	12%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		98%	98%
Middle school performance on high school EOC and industry certifications		68%	71%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	49%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic	58%		No	62%
White				
English language learners	29%		No	36%
Students with disabilities	26%		No	33%
Economically disadvantaged	43%		No	48%

Florida Alternate Assessment (FAA)

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	52%	54%
Students scoring at or above Achievement Level 4	16	17%	18%

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	40	20%	24%
Students scoring at or above Achievement Level 4	31	16%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

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	185	24%	23%
Students who fail a mathematics course	46	6%	5%
Students who fail an English Language Arts course	45	6%	5%
Students who fail two or more courses in any subject	48	6%	5%
Students who receive two or more behavior referrals	294	40%	39%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	318	41%	40%

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

North Dade Middle School involves parents in the planning and implementation of the Title I Program and
extends 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. 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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.			
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.			

Goals Summary

G1.

G2. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 39% of students achieved level proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase student proficiency by 10 percentage points to 49%.

G3. The results of the 2013 FCAT Math Test indicate that 51% of students made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase students making learning gains by percentage points to 56%.

G4. The results of the 2013 FCAT Math Test indicate that 57% of students in the lowest 25% made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase the lowest 25% learning gains by 4 percentage points to 61%.

G5. The results of the 2013 FCAT Reading Test indicate that 37% of students achieved proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase student proficiency by 17 percentage points to 54%.

G6. The 2013 FCAT Math Test indicate that 37% of students in the Black subgroup and 48% students in Hispanic subgroup achieved proficiency. The 2014 goal is to increase in the Black subgroup by 11 point to 48% and Hispanic subgroup by 14 points to 62%.

G7. The results of the 2013 FCAT Mathematics Test indicate that 35% of students in the ELL subgroup achieved proficiency. The school goal for the 2013 – 2014 school year is to increase the percentage of ELL students proficiency by 1 percentage point to 36%

G8. The results of the 2013 FCAT Reading Test indicate that 37% of students achieved proficiency. The goal for the 2013-2014 school year is to increase student proficiency by 17 percentage points to 54%.

G9. The 2013 FCAT Mathematics Test indicate that 7% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. The 2014 goal is to increase the percentage of SWD students by 26 percentage points to 33%.

G10. The results of the 2013 Algebra 1 EOC indicate that 52% of students achieved Level 3 proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase Algebra 1 EOC student proficiency by 2 percentage points to 54%.

G11. The 2014 FCAT Math Test indicate that 38% of students in the Economically Disadvantaged subgroup achieved proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 48%

G12. The results of the 2013 FCAT Reading Test indicate that 52% of students made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase students making learning gains by 5 percentage points to 57%.

G13. The results of the 2013 FCAT Science Test indicate that 20% of students achieved Level 3 proficiency. North Dade Middle School's goal for the 2013 - 2014 school year is to increase level 3 student proficiency by 4 percentage points to 24%.

G14. The 2013 FCAT Reading Test indicates that 37% of students in the Black subgroup and 36% students in Hispanic subgroup achieved proficiency. The 2014 goal is to increase in the Black subgroup by 16 point to 53% and Hispanic subgroup by 14 points to 25%.

G15. The 2013 FCAT Reading Test indicate that 20% of students in the ELL subgroup achieved proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase the percentage of ELL students proficiency by 5 percentage point to 25%.

G16. The 2013 FCAT Science Test indicate that 16% of students achieved Levels 4 and 5 proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 18%.

G17. The 2013 FCAT Writing Test indicate that 38% of students achieved level 3.5 and higher. North Dade Middle School's goal for the 2013 – 2014 school year is increase the percentage of students achieving level 3.5 or higher by 6 percentage points to 44%.

G18. The 2013 FCAT Reading Test indicate that 10% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. The 2013 – 2014 school year is to increase the percentage of SWD students' by 24 percentage points to 34%.

G19. The results of the 2013 FCAT Reading Test indicate that 36% of students in the Economically Disadvantaged subgroup achieved proficiency. The goal for the 2013-2014 school year is to increase student proficiency by 16 percentage points to 52%.

G20. North Dade Middle School's goal for the 2013- 2014 school year is to increase the percent of students scoring proficient on the Civics EOC

G21. The 2013 CELLA Assessment indicate that 35% of students achieved proficiency in Reading and 20% in Writing. The 2014 goal is to increase student proficiency in Reading by 7 percentage points to 42% and in Writing by 8 percentage points to 28%

G22. The results of the 2013 CELLA Assessment indicate that 54% of students achieved proficiency in Listening/Speaking. The goal for the 2013- 2014 school year is to increase student proficiency in Listening/Speaking by 5 percentage points to 59%.

G23. North Dade Middle School's goal for the 2013 - 2014 school year is to Increase STEM learning opportunities for students, using CTE curriculum.

G24. North Dade Middle School's goal for the 2013 - 2014 school year is to increase student attendance to by minimizing absences due to illnesses, appointments, and truancy.

G25. North Dade Middle School's goal for the 2013 – 2014 is to decrease the total number of suspensions by 10%

G26. The results of the 2013 CELLA Assessment indicate that % of students achieved proficiency in Writing. North Dade Middle School's goal for the 2013- 2014 school year is to increase student proficiency in Writing by __ percentage points.

G27. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 30% of students achieved level 3 proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase level 3 student proficiency by percentage points to %.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 39% of students achieved level proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase student proficiency by 10 percentage points to 49%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3 Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G3. The results of the 2013 FCAT Math Test indicate that 51% of students made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase students making learning gains by percentage points to 56%.

Targets Supported

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

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 Administration of the FCAT Mathematics Test was Geometry.

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

G4. The results of the 2013 FCAT Math Test indicate that 57% of students in the lowest 25% made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase the lowest 25% learning gains by 4 percentage points to 61%.

Targets Supported

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

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 Administration of the FCAT Mathematics Test was Reporting Category of Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Formative: District interims, Mini- Assessment Student work samples.Summative: Results from 2013 FCAT Assessment

G5. The results of the 2013 FCAT Reading Test indicate that 37% of students achieved proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase student proficiency by 17 percentage points to 54%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration Reading Coach

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G6. The 2013 FCAT Math Test indicate that 37% of students in the Black subgroup and 48% students in Hispanic subgroup achieved proficiency. The 2014 goal is to increase in the Black subgroup by 11 point to 48% and Hispanic subgroup by 14 points to 62%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership,

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. The results of the 2013 FCAT Mathematics Test indicate that 35% of students in the ELL subgroup achieved proficiency. The school goal for the 2013 – 2014 school year is to increase the percentage of ELL students proficiency by 1 percentage point to 36%

Targets Supported

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

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. The results of the 2013 FCAT Reading Test indicate that 37% of students achieved proficiency. The goal for the 2013-2014 school year is to increase student proficiency by 17 percentage points to 54%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration Reading Coaches

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G9. The 2013 FCAT Mathematics Test indicate that 7% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. The 2014 goal is to increase the percentage of SWD students by 26 percentage points to 33%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership,

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible
Administration Math Coach

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G10. The results of the 2013 Algebra 1 EOC indicate that 52% of students achieved Level 3 proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase Algebra 1 EOC student proficiency by 2 percentage points to 54%.

Targets Supported

- Math (Middle School Acceleration)

- Algebra 1 EOC

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership,

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Ongoing administrative classroom observations focusing on area of need. Conduct ongoing data chats with students. Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Summative: 2013 Algebra 1 EOC

G11. The 2014 FCAT Math Test indicate that 38% of students in the Economically Disadvantaged subgroup achieved proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase student proficiency by 10 percentage points to 48%

Targets Supported

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

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible
Administration Math Coach

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

G12. The results of the 2013 FCAT Reading Test indicate that 52% of students made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase students making learning gains by 5 percentage points to 57%.

Targets Supported
- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration Reading Coaches

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

G13. The results of the 2013 FCAT Science Test indicate that 20% of students achieved Level 3 proficiency. North Dade Middle School's goal for the 2013 - 2014 school year is to increase level 3 student proficiency by 4 percentage points to 24%.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT2.0 Science Assessment was the Reporting Category, Earth Space & Science, Physical Science, and Life Science.

Plan to Monitor Progress Toward the Goal

Review District and mini- assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Science Coach

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Formative: District Interims Mini-Assessment Summative: Results from 2013 FCAT Assessment

G14. The 2013 FCAT Reading Test indicates that 37% of students in the Black subgroup and 36% students in Hispanic subgroup achieved proficiency. The 2014 goal is to increase in the Black subgroup by 16 point to 53% and Hispanic subgroup by 14 points to 25%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 Administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration Reading Coaches

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G15. The 2013 FCAT Reading Test indicate that 20% of students in the ELL subgroup achieved proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase the percentage of ELL students proficiency by 5 percentage point to 25%.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal
- Students lack first language literacy skills that impact second language literacy and comprehension. Students are unable to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration Reading Coaches ELL Teachers

Target Dates or Schedule:
August 2013- June 2013

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G16. The 2013 FCAT Science Test indicate that 16% of students achieved Levels 4 and 5 proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 18%.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership,

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT 2.0 Science Assessment was Earth & Space Science, Physical Science, and Life Science.

Plan to Monitor Progress Toward the Goal

Review District and mini- assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible
Administration Science Coach

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Formative: District Interims Mini-Assessments Summative: Results from 2013 FCAT Assessment

G17. The 2013 FCAT Writing Test indicate that 38% of students achieved level 3.5 and higher. North Dade Middle School's goal for the 2013 – 2014 school year is increase the percentage of students achieving level 3.5 or higher by 6 percentage points to 44%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2012 Writing FCAT were four writing elements of Focus, Organization, Support and Conventions.

Plan to Monitor Progress Toward the Goal

Administer and score students monthly writing prompts to monitor students' progress and to adjust focus as needed utilizing the FCAT Writing Rubric. Review students writing notebooks/folders

Person or Persons Responsible
Administration Reading Coaches

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Formative: Students work samples District interims Mini-Assessment Monthly Writing Prompts Summative: Results from 2013 FCAT Assessment

G18. The 2013 FCAT Reading Test indicate that 10% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. The 2013 – 2014 school year is to increase the percentage of SWD students' by 24 percentage points to 34%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible
Administration Reading Coaches

Target Dates or Schedule:
Augst 2013- June 2014

Evidence of Completion:
Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G19. The results of the 2013 FCAT Reading Test indicate that 36% of students in the Economically Disadvantaged subgroup achieved proficiency. The goal for the 2013-2014 school year is to increase student proficiency by 16 percentage points to 52%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

G20. North Dade Middle School's goal for the 2013- 2014 school year is to increase the percent of students scoring proficient on the Civics EOC

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2013 Civics EOC was Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus

Person or Persons Responsible
Administration Reading Coaches

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Monthly Assessments Chapter/ Unit Assessments Pre/ Post District Assessments

G21. The 2013 CELLA Assessment indicate that 35% of students achieved proficiency in Reading and 20% in Writing. The 2014 goal is to increase student proficiency in Reading by 7 percentage points to 42% and in Writing by 8 percentage points to 28%

Targets Supported

Resources Available to Support the Goal
- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the CELLA, Students have limited opportunities outside of the classroom to read academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional

Person or Persons Responsible
Administration Reading Coaches ELL Teachers

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Formative: Mini- Assessment Student work samples. Summative: Results from 2013 CELLA Assessment

G22. The results of the 2013 CELLA Assessment indicate that 54% of students achieved proficiency in Listening/Speaking. The goal for the 2013- 2014 school year is to increase student proficiency in Listening/Speaking by 5 percentage points to 59%.

Targets Supported

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012 administration of the CELLA, was Speaking and Listening. Students have limited opportunities outside of the classroom to listen to and speak academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Formative: Mini- Assessment Student work samples. Summative: Results from 2014 CELLA Assessment

G23. North Dade Middle School's goal for the 2013 - 2014 school year is to Increase STEM learning opportunities for students, using CTE curriculum.

Targets Supported

- STEM

- STEM - All Levels

- CTE

- EWS - Middle School

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- Application of STEM skills not applied within academic content.

Plan to Monitor Progress Toward the Goal

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible
Administration Academic Coaches

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Student reading and/or math data of CTE students

G24. North Dade Middle School's goal for the 2013 - 2014 school year is to increase student attendance to by minimizing absences due to illnesses, appointments, and truancy.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- North Dade Middle School Truancy has from to when compared to the previous school year.

Plan to Monitor Progress Toward the Goal

Attendance Review Committee Meetings Truancy Child Study Team Interventions/ updates

Person or Persons Responsible

Administration Attendance Clerk Community Involvement Specialist Trust and Guidance Counselors

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Attendance Bulletins Truancy Child Study Team Reports

G25. North Dade Middle School's goal for the 2013 – 2014 is to decrease the total number of suspensions by 10%

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- Students inadequate knowledge of the Student Code of Conduct leads to indoor and outdoor suspensions.

Plan to Monitor Progress Toward the Goal

Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.

Person or Persons Responsible

Administration SCSI Instructor PBS Support Team Trust Counselor Student Services.

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Participation Log for students who are recognized for complying with Student Code of Conduct along with monthly COGNOS suspension report.

G26. The results of the 2013 CELLA Assessment indicate that % of students achieved proficiency in Writing. North Dade Middle School's goal for the 2013- 2014 school year is to increase student proficiency in Writing by __ percentage points.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012 administration of the CELLA, was Writing. Students have limited opportunities outside of the classroom to write academic English .

Plan to Monitor Progress Toward the Goal

Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additiona

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Formative: Mini- Assessment Student work samples. Summative: Results from 2014 CELLA Assessment

G27. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 30% of students achieved level 3 proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase level 3 student proficiency by percentage points to %.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3 Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

Action Plan for Improvement

Problem Solving Key

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

G2. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 39% of students achieved level proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase student proficiency by 10 percentage points to 49%.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3 Geometry and Measurement.

G2.B1.S1 Grade 6 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

G3. The results of the 2013 FCAT Math Test indicate that 51% of students made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase students making learning gains by percentage points to 56%.

G3.B1 The area of deficiency as noted on the 2013 Administration of the FCAT Mathematics Test was Geometry.

G3.B1.S1 Grade 6 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The results of the 2013 FCAT Math Test indicate that 57% of students in the lowest 25% made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase the lowest 25% learning gains by 4 percentage points to 61%.

G4.B1 The area of deficiency as noted on the 2013 Administration of the FCAT Mathematics Test was Reporting Category of Geometry and Measurement.

G4.B1.S1 Grade 6 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. Provide students with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism. Use virtual manipulatives to explore area and perimeter of two-dimensional figures. Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of geometry and measurement as indicated by data reports. Increase fact fluency of sixth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples.Summative: Results from 2013 FCAT Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. The results of the 2013 FCAT Reading Test indicate that 37% of students achieved proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase student proficiency by 17 percentage points to 54%.

G5.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

G5.B1.S1 Implement a variety of activities working with sets of words that are semantically related. Provide students more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Provide Students practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Provide students opportunities to distinguish literal from figurative interpretations. Utilize instructional strategies to 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

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G8. The results of the 2013 FCAT Reading Test indicate that 37% of students achieved proficiency. The goal for the 2013-2014 school year is to increase student proficiency by 17 percentage points to 54%.

G8.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

G8.B1.S1 Engage students with affix and root word activities, and provide reading from a wide variety of text. Implement school wide "Word of the Day" initiative via morning announcements and Homer to expand vocabulary knowledge and writing journals.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

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

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Effectiveness of G8.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G12. The results of the 2013 FCAT Reading Test indicate that 52% of students made learning gains. North Dade Middle School's goal for the 2013-2014 school year is to increase students making learning gains by 5 percentage points to 57%.

G12.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary

G12.B1.S1 Provide students with multiple opportunities to answer questions with a moderate to high complexity of difficulty using the Middle School Task Cards and the Item Specs as templates. Also utilize Compass Learning as a means of differentiated instruction during push-in tutoring sessions.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

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

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Effectiveness of G12.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

.Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G13. The results of the 2013 FCAT Science Test indicate that 20% of students achieved Level 3 proficiency. North Dade Middle School's goal for the 2013 - 2014 school year is to increase level 3 student proficiency by 4 percentage points to 24%.

G13.B1 The area of deficiency as noted on the 2013 FCAT2.0 Science Assessment was the Reporting Category, Earth Space & Science, Physical Science, and Life Science.

G13.B1.S1 Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school weekly during planning/meetings, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Encourage students to communicate verbally (accountable talk) and in writing. Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village. Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, Discovery, PBS Learning Media, etc.) Provide opportunities during homeroom for Physical Science students to engage in hands-on/interactive activities for review of the Annually Assessed Earth/Space and Life Science benchmarks that are not directly aligned with the course. Utilize data driven instruction and differentiated instruction strategies to address students' needs and participate in data chats with students (i.e. at grade level, intervention and enrichment groups.) Use quality assessments to inform instruction (Florida Achieve-Focus, FCAT Explorer) Incorporate reading strategies and the usage of informational text, as delineated by Common Core Standards. Maintain fidelity to the high school curriculum and instruction offered to accelerated middle school students enrolled in Physical Science Honors as delineated in the Physical Science Honors Pacing Guide for middle school to ensure that FCAT 2.0 aligned content is addressed prior to assessment.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Science Coach

Target Dates or Schedule

August 2013- June2014

Evidence of Completion

Formative District interims Mini-Assessment Summative: Results from 2014 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G14. The 2013 FCAT Reading Test indicates that 37% of students in the Black subgroup and 36% students in Hispanic subgroup achieved proficiency. The 2014 goal is to increase in the Black subgroup by 16 point to 53% and Hispanic subgroup by 14 points to 25%.

G14.B1 The area of deficiency as noted on the 2013 Administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

G14.B1.S1 Teachers will create vocabulary-rich classrooms via the modeling of sophisticated word use to promote word consciousness and vocabulary growth. Students will use semantic gradients to broaden their vocabulary and understand word relationships.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Effectiveness of G14.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G15. The 2013 FCAT Reading Test indicate that 20% of students in the ELL subgroup achieved proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase the percentage of ELL students proficiency by 5 percentage point to 25%.

G15.B1 Students lack first language literacy skills that impact second language literacy and comprehension. Students are unable to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

G15.B1.S1 Implement a variety of activities working with sets of words that are semantically related. Provide students more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Provide Students practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Provide students opportunities to distinguish literal from figurative interpretations. Utilize instructional strategies to 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

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reaading Coaches ELL Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014FCAT Assessment

Plan to Monitor Effectiveness of G15.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G16. The 2013 FCAT Science Test indicate that 16% of students achieved Levels 4 and 5 proficiency. North Dade Middle School's goal for the 2013-2014 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 18%.

G16.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Science Assessment was Earth & Space Science, Physical Science, and Life Science.

G16.B1.S1 Provide students the opportunity to to relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses. Students will be able to identify how Earth changes due to weathering, erosion, and plate tectonics. Students will be able to recognize that the Sun's energy influences global atmospheric patterns. Provide students the opportunity to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance. Provide students the opportunity to to identify the functions of the human body systems, classify organisms, identify ways genetic variation contributes to the scientific theory of evolution, determine probabilities for genotypic and phenotypic combinations, and distinguish relationships among organisms in a food web

Action Step 1

Review District and mini- assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Science Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District Interims Mini- Assessments Summative: Results from 2014 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G16.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G17. The 2013 FCAT Writing Test indicate that 38% of students achieved level 3.5 and higher. North Dade Middle School's goal for the 2013 – 2014 school year is increase the percentage of students achieving level 3.5 or higher by 6 percentage points to 44%.

G17.B1 The area of deficiency as noted on the 2012 Writing FCAT were four writing elements of Focus, Organization, Support and Conventions.

G17.B1.S1 Model effective writing for students. Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply voice and word choice. Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). 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. Incorporate a selection of sentence variety and sentence combining activities. Use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Action Step 1

Administer and score students monthly writing prompts to monitor students' progress and to adjust focus as needed utilizing the FCAT Writing Rubric. Review students writing notebooks/folders

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: Students work samples District interims Mini-Assessment Monthly Writing Prompts Summative: Results from 2013 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G17.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G18. The 2013 FCAT Reading Test indicate that 10% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. The 2013 – 2014 school year is to increase the percentage of SWD students' by 24 percentage points to 34%.

G18.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary

G18.B1.S1 Utilize the explicit teaching model and appropriately scaffold student learning. Utilize instructional strategies to 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

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

Plan to Monitor Effectiveness of G18.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

G19. The results of the 2013 FCAT Reading Test indicate that 36% of students in the Economically Disadvantaged subgroup achieved proficiency. The goal for the 2013-2014 school year is to increase student proficiency by 16 percentage points to 52%.

G19.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary

G19.B1.S1 Teachers will creae vocabulary- rich classrooms via the modeling of sophisticated word use to promote word consciousness and vocabulary growth. Students will use semantic gradients to broaden their vocabulary and understand word relationships.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Plan to Monitor Effectiveness of G19.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G20. North Dade Middle School's goal for the 2013- 2014 school year is to increase the percent of students scoring proficient on the Civics EOC

G20.B1 The areas of deficiency as noted on the 2013 Civics EOC was Organization and Function of Government.

G20.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.

Action Step 1

Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Monthly Assessments Chapter/Unit Assessments Pre/Post District Assessment

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G20.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G21. The 2013 CELLA Assessment indicate that 35% of students achieved proficiency in Reading and 20% in Writing. The 2014 goal is to increase student proficiency in Reading by 7 percentage points to 42% and in Writing by 8 percentage points to 28%

G21.B1 The area of deficiency as noted on the 2013 administration of the CELLA, Students have limited opportunities outside of the classroom to read academic English outside of the classroom.

G21.B1.S1 Utilize a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports. Teachers will focus on key vocabulary, present vocabulary with context clues, and utilize Vocabulary Improvement Strategy as a mean to increase vocabulary development.

Action Step 1

Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: Mini- Assessment Student work samples. Summative: Results from 2014 CELLA Assessment

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G21.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G22. The results of the 2013 CELLA Assessment indicate that 54% of students achieved proficiency in Listening/Speaking. The goal for the 2013- 2014 school year is to increase student proficiency in Listening/Speaking by 5 percentage points to 59%.

G22.B1 The area of deficiency as noted on the 2012 administration of the CELLA, was Speaking and Listening. Students have limited opportunities outside of the classroom to listen to and speak academic English outside of the classroom.

G22.B1.S1 Use sentence-level context as a clue to the meaning of a word or phrase. Utilize visual displays (i.e., graphs, charts,photos) in the lessons and assignments to support the oral or written message. Students will be provided with visual maps/tools to help them remember connections between words and the characteristics that will help them form categories and demonstrate understanding of word relationships and nuances in word meanings.

Action Step 1

Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: Mini- Assessment Student work samples. Summative: Results from 2014 CELLA Assessment

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G22.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G23. North Dade Middle School's goal for the 2013 - 2014 school year is to Increase STEM learning opportunities for students, using CTE curriculum.

G23.B1 Application of STEM skills not applied within academic content.

G23.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular STEM lessons Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems Teachers incorporate the usage of Discovery Education resources for increasing STEM integration

Action Step 1

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration Academic Coaches

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Student reading and/or math data of CTE students

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G23.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G24. North Dade Middle School's goal for the 2013 - 2014 school year is to increase student attendance to by minimizing absences due to illnesses, appointments, and truancy.

G24.B1 North Dade Middle School Truancy has from to when compared to the previous school year.

G24.B1.S1 Identify and refer students with 5 or more absences/ tardies in a nine week grading period to the Truancy Intervention Team for intervention services. In addition provide quarterly incentives and awards for perfect attendance.

Action Step 1

Attendance Review Committee Meetings Truancy Child Study Team Interventions/ updates

Person or Persons Responsible

Administration Attendance Clerk Community Involvement Specialist Trust and Guidance Counselors

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Attendance bulletins Truancy child Study Team Reports

Plan to Monitor Fidelity of Implementation of G24.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G24.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G25. North Dade Middle School's goal for the 2013 – 2014 is to decrease the total number of suspensions by 10%

G25.B1 Students inadequate knowledge of the Student Code of Conduct leads to indoor and outdoor suspensions.

G25.B1.S1 Utilize Alternate to Suspension Program, Character Development Lessons, and the Do the Right Thing initiative to increase positive behavior and decrease negative behaviors.

Action Step 1

Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.

Person or Persons Responsible

Administration SCSI Instructor PBS Support Team Trust Counselor Student Services.

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Participation Log for students who are recognized for complying with Student Code of Conduct along with monthly COGNOS suspension report.

Plan to Monitor Fidelity of Implementation of G25.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G25.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G26. The results of the 2013 CELLA Assessment indicate that % of students achieved proficiency in Writing. North Dade Middle School's goal for the 2013- 2014 school year is to increase student proficiency in Writing by __ percentage points.

G26.B1 The area of deficiency as noted on the 2012 administration of the CELLA, was Writing. Students have limited opportunities outside of the classroom to write academic English .

G26.B1.S1 Model effective writing for students using planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Action Step 1

Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.

Person or Persons Responsible

Administration Reading Coaches ELL Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: Mini- Assessment Student work samples. Summative: Results from 2014 CELLA Assessment

Plan to Monitor Fidelity of Implementation of G26.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G26.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G27. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 30% of students achieved level 3 proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase level 3 student proficiency by percentage points to %.

G27.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3 Geometry and Measurement.

G27.B1.S1 Grade 6 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Facilitator:

Administration Math Coach Math Department Chairperson

Participants:

Administration Math Coach

Plan to Monitor Fidelity of Implementation of G27.B1.S1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

Plan to Monitor Effectiveness of G27.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G27.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G27.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G27.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G27.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
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, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools 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.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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.

G27. The results of the 2012 – 2013 FCAT Mathematics Test indicate that 30% of students achieved level 3 proficiency. North Dade Middle School's goal for the 2013 – 2014 school year is to increase level 3 student proficiency by percentage points to %.

G27.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Reporting Category 3 Geometry and Measurement.

G27.B1.S1 Grade 6 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom. Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

PD Opportunity 1

Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.

Facilitator

Administration Math Coach Math Department Chairperson

Participants

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: District interims, Mini- Assessment Student work samples. Summative: Results from 2014 FCAT Assessment

Appendix 2: Budget to Support School Improvement Goals