

# The City of Pembroke Pines Charter Middle School



2018-19 School Improvement Plan

## Pembroke Pines Charter Middle School

18501 Pembroke Road, FL 33029  
12350 Sheridan Street, FL 33026

[www.pinescharter.net](http://www.pinescharter.net)

### School Demographics

#### School Type

Middle

#### Title I

No

#### Free/Reduced Price Lunch

29%

#### Alternative/ESE Center

No

#### Charter School

Yes

#### Minority

81%

### School Grades History

#### Year

2017-18

2016-17

2015-16

2014-15

#### Grade

A

A

A

A

### School of Excellence

#### Year

2017-18

N/A

N/A

N/A

### School Board Approval

This plan is pending approval by the City of Pembroke Pines City Commission.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement template located at <https://www.floridaCIMS.org>.

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## Purpose of the School Improvement Plan

The SIP is intended to be an artifact that stems from the Strategic Plan and is 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.

## 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 improvement plans, as well as provide instructional coaching, as needed.

### 2018-19 DA Category and Statuses

DA Category	Region	RED
Not In DA		

## Part I: Current School Status

### Supportive Environment

#### Purpose Statement

*Empowering students for the possibilities of tomorrow.*

#### Our School Mission and Vision

*It is our mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.*

*Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.*

### School Environment

Upon acceptance to Pembroke Pines Charter Middle School (PPCMS) via a lottery system, every parent/guardian completes an enrollment application for their child prior to attendance. This application includes detailed information about the educational and cultural background of each student. Through annual surveys, PPCMS gains insight about the stakeholders’ perspectives toward the school in order to improve learning outcomes for the school. The survey data is disaggregated and areas for improvement are incorporated into the School Improvement Plan (SIP).

Additionally, PPCMS learns about students' cultures through a variety of activities that engage students and teachers in shared experiences. Through the Mentoring program, students have the opportunity to voice concerns and opinions on a number of topics. Each child sets academic and social goals that are discussed one-on-one with a caring advocate who knows his/her heritage, academic achievement, and interests. Students are also afforded the opportunity to participate in extracurricular activities that strengthen the relationship between teachers and students. Multicultural and Cambridge activities are embedded within the curriculum with a monthly focus on diversity and global perspective awareness. An annual celebratory activity is dedicated to embracing the various cultures reflected at the school.

### **Creating a Safe Environment**

PPCMS has policies and procedures in place to ensure the safety and security of all students during arrival, dismissal, and throughout the school day. The school's Safety Plan provides clearly delineated instructions for the safety of all students and staff in the event of a fire, tornado, lock down, or other crisis. The plan also provides guidelines for prevention preparedness and critical incidents including, but not limited to, bomb threats and civil disturbances. A Safety Team meets regularly to debrief and ensure safety procedures are up-to-date and effective. The city regularly conducts safety drills, and inspections are performed by local and county authorities to ensure compliance with safety laws.

The physical layout of the school is designed to have a single point entry where all visitors sign in and are screened by the welcome staff. Common areas are fenced in. Doors and stairs are clearly labeled to ensure the flow of pedestrian traffic is efficient. Teachers and staff serve as monitors before school and during class transitions to preserve the safety of all students. Staff members and students wear identification badges and the student uniform policy supports a safe and disciplined learning environment.

In all classrooms, a safe and secure environment is maintained through a monitored system of behavior that respects the rights of all. These procedures ensure that students are able to voice their ideas through pair, collaborative and whole-class discussions with the expectation that their opinions will be not only heard, but acknowledged and appreciated. Students also participate in programs such as Anti-Bullying Awareness and G.R.E.A.T that help strengthen the safety and security of students by promoting a school climate of respect for all.

The before school and after school programs offer parents a safe place for children. Before/after school staff monitor homework, reading and outdoor activities. All children are released only to an authorized adult that provides proper identification.

During arrival and dismissal, school support staff serves as monitors to ensure that all students go to their designated common areas. Before school begins, students are permitted to congregate in several safe areas, including the cafeteria, airnasium, band room, and media center, all of which are under adult supervision. In addition, students who participate in before or after school clubs meet with their sponsor (teacher) and are supervised until classes begin or parents pick them up.

Transportation to events is provided to students who participate in athletic teams using Transportation Authority.

### **School Wide Behavioral System**

In compliance with Florida Statute 1006.07(2), a school-wide behavioral system is in place to support the learning environment and minimize disruption throughout the school day. The school adheres to the School

Board of Broward County's Proactive Discipline Plan that serves as a guide to assist students, parents, teachers and school administrators.

The plan includes a discipline matrix that outlines consequences for infractions. School rules and policies regarding student conduct and discipline are also outlined in the Code of Student Conduct approved by the Broward County School Board. Parents and students must sign and submit a document acknowledging their awareness of the discipline expectations.

Through the Positive Behavior Intervention & Support program, administrators, guidance and teachers take a proactive approach to establishing the behavioral supports and social culture needed for all students in school to achieve social, emotional and academic success.

The goal of the Code of Student Conduct is to provide guidelines for a safe and orderly environment for both staff and students where teachers can instruct and students can learn. School personnel are trained on interventions and behaviors as it relates to students' academic achievement.

### **Guidance, Mentoring and Other Pupil Services**

PPCMS takes pride in providing services that cater to the whole child. Each student has the opportunity to select an adult mentor as their advocate through their educational journey. Every campus has an onsite full-time Guidance Counselor. Counselors are responsible for supporting students through individual, small, and large group sessions focusing on social-emotional development. In addition, counselors lead the Multi-Tiered System of Support(MTSS)/Response to Intervention(RTI) process to monitor student progress in both behavioral and academic areas.

Each campus also has a Collaborative Problem Solving Team that oversees the MTSS process and meets routinely to evaluate student performance and provide support for instruction and behavioral interventions. A district provided school psychologist also visits schools to help determine the needs of students once they have gone through the Rti process.

The ESE department provides students with services that may impact their social emotional needs based on their Individual Education Plan, including specialized instruction, speech and language therapy. Resources are also available to parents in reference to particular learning disabilities, emotional support groups, and strategies to use at home with their child.

### **Family and Community Involvement**

In alignment with the system's belief that collaboration among stakeholders is paramount in meeting the needs of all students, parents of students in the charter system volunteer a minimum of 30 service hours annually. This commitment actively and continually engages parents in the academic experiences of their children. Beyond the service hour requirement, parents are encouraged to participate in a variety of workshops and seminars. PPCMS fosters open and positive lines of communication via system and teacher websites, global emails, newsletters, social media, online grade books, agendas, JupiterEd emails and texts and Parent Link telephone calls. These modes of communication continually keep parents abreast of their child's progress and of ways to improve their child's academic performance. The school also makes available a copy of the most recent School Accountability Report for all stakeholders to review.

PPCMS is continuing its effort with the Support Our Schools campaign, which has increased partnerships within the community and provided additional funding. The Parent-Teacher-Student Association takes an

active role in obtaining supplemental funding for school functions through membership drives, fundraising activities, and grant opportunities in an effort to improve student achievement and strengthen community relationships. In addition, the Advisory Board provides guidance and recommendations for funding sources that would help sustain a positive learning environment. Working together with other organizations, the Student Council participation in school fundraising activities helped to secure funds to support the school and student achievement.

## Effective Leadership

Central Campus Leadership Team	
Sean Chance	Principal
Linda Montoto	Assistant Principal
Cynthia Adorno	Curriculum Specialist
Jill Bear	Counselor
Amber Touhy	ELA Department Chair & Cambridge Coordinator
Crystal Shelton	Math Department Chair & Math Support
Latrice Hubert	Reading Support
Cecilia Moss	Social Studies Department Chair
Marisabel Soliman	Science Department Chair
Kerry Guevara	ESE Director
Giselle Rodriguez	Director of Office of Innovative Learning
Karina Raimont	Technology & Instruction Supervisor

West Campus Leadership Team	
Michael Castellano	Principal
Alan Pfau	Assistant Principal
Veronica Lesmes	Curriculum Specialist
Deidra Blackburn	Guidance Counselor
Isabelle Leger	Cambridge Coordinator
Veronica Lesmes	ELA Department Chair
Hector Martinez & Fanny Rojas	Math Department Chair
Veronica Lesmes	Reading Department Chair
Deanne Reynolds	Social Studies Department Chair
Giselle Carreno	Science Department Chair
Maria Marquez	ESE Director



Giselle Rodriguez	Director of Office of Innovative Learning
Karina Raimont	Technology & Instruction Supervisor

### ***Roles and Responsibilities***

The PPCMS leadership team, consisting of administration, guidance and curriculum provides direction, instructions and mentorship to teachers and staff by understanding team members' strengths, weaknesses and motivations. The team meets regularly to develop a strategy the team will use to reach goals, provide any professional development that team members need, communicate clear instructions to team members, listen to team members' feedback, monitor team members' participation to ensure the professional development provided is being implemented, and also to assess further needs. The leadership group spends time working on issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to continuous school improvement and student academic achievement.

Michael Castellano and Sean Chance are the principals of the Pembroke Pines Middle School for West and Central Campuses respectively. They meet regularly with the assistant principal, curriculum specialist, guidance counselor, teachers, and staff to discuss curriculum and instruction, day-to-day operations, safety, and information to improve the school.

The principals review student and teacher data, perform walk-throughs and observations, conduct meetings with stakeholders, and communicate with the Parent Advisory Board, City of Pembroke Pines personnel, and the City Commission, which serves as the school's governing board. The principals frequently meet with parent groups and attend school and community functions. They communicate with stakeholders via global email notices, providing information on school activities and functions and send out a "Principal's Report" with pertinent information for the staff. Additionally, the principals are responsible for the allocation and disbursement of budgetary finances to ensure all students receive an equitable education and that a clean, safe, and orderly environment is accessible to all stakeholders.

Alan Pfau and Dr. Linda Montoto are the Assistant Principals of the West and Central Campuses respectively. The assistant principals meet regularly with the leadership team, teachers, staff and students to discuss day-to-day operations, school safety procedures, student data, curriculum and instruction. They serve as the school liaison for the Parent Teacher Student Association and provide support in all fund raising activities. The assistant principals are the main contact for disciplinary issues in the school and also perform walk-throughs and observations.

Deidra Blackburn and Jill Bear are the Guidance Counselors for the West Campus and Central Campus respectively. Each counselor meets often with the leadership team, teachers, staff, and students in the areas of academic performance, personal social issues and college career readiness. They work with small groups of students, individual students, and classes to implement comprehensive annual guidance plan. They oversee the Character Education program, Anti-bullying program, and the development of social skills. In addition, they serves as Testing Coordinator for her respective campus. Each serves as the Interventionist Team Leader, Section 504 Liaison, Child Abuse Designee, and Homeless Education Liaison for their respective campuses. They also oversee the data management system that monitors students' progress in MTSS/RTI process.



Deidra Blackburn and Latrice Hubert are the Equity Liaisons for the West and Central Campuses respectively. The Equity Liaisons are responsible for providing leadership in areas of equity, access, and diversity at their site. They are also responsible for developing and leading the implementation of a school/department equity plan.

Cynthia Adorno and Veronica Lesmes are the Curriculum Specialists for Central and West Campus respectively. The Curriculum Specialists disaggregate and analyze the school's data and use the information to select instructional approaches, identify research-based materials, and identify school-wide initiatives. Along with all stakeholders, they develop a school improvement plan for the school. They conduct professional development trainings for teachers and conference with teachers to provide instructional feedback when needed. The Curriculum Specialists serve as the accreditation team for the system; meet regularly to align the system's policies, procedures, and curriculum; and design and deliver parent workshops focusing on increasing student achievement. They meet with team leaders and PLC coordinators on a regular basis in order to facilitate ongoing professional development for all teachers. In addition, the Curriculum Specialists mentor beginning teachers, model lessons in the classrooms, assist in parent conferences, and facilitate data chats. They are also the school designee for online platforms such as AR/Star, ConnectEd by McGraw Hill, Think Central, Houghton Mifflin Holt, iReady, Study Island, National Geographic INSIDE by Cengage, and DiscoveryEd.

The Department Chairs serve as leaders and mentors within their departments to ensure that the curriculum at each grade level is aligned to the Florida Standards or the New Generation State Standards. They serve as PLC facilitators implementing the CARE cycle. They participate in leadership team meetings and develop the school's scope and sequence within their subject area. They align benchmark assessments to the standards, and coordinate vertical alignment meetings within each grade level. Each collaborates with the department support members and ESE team to provide research-based interventions to identified students.

Kerry Guevara and Maria Marquez are the ESE Directors for Central and West Campus respectively. They organize, supervise, and administer programs in exceptional student education. The ESE department provides services that align with students' exceptionalities, and oversee the creation and implementation IEPs and EPs. ESE representatives are members of the CPS team and provide insightful information for students receiving services or interventions.

Giselle Rodriguez is the Director of the Office of Innovative Learning for the Pembroke Pines Charter School System. In this role, she serves as a liaison between the city's Informational Technology Department and the school leadership. As a part of the leadership team, she facilitates the alignment of new and ongoing initiatives.

The Technology and Instruction Supervisor, Karina Raimont, is responsible for the day-to-day operations of the Learning Management System and will support the effective implementation of systemic programs and initiatives. This individual works closely with school personnel and the Director of Innovative Learning to ensure successful application and management of digital programs. Responsible for the onboarding

and off boarding processing of student and employees in the various technical systems in use. Administer, monitor, and maintain the Canvas Learning Management System (LMS). Responsible for the technical operations and system administration of the LMS application including, but not limited to, system configuration, eCourse deployment, user enrollment, performance management, and resolution

of technical issues, ensuring the system is properly configured and supported at all times. This individual works closely with the Director of Innovative Learning, teachers and learners across school to ensure our learning systems are leveraged for success.

Isabelle Leger and Amber Touhy are the Cambridge Coordinators for West Campus and Central Campus. They oversee the connection and alignment of the Secondary 1 curriculum to the Florida Standards in ELA and the New Generation State Standards in Science. The Cambridge Coordinators support teachers in the implementation of the Secondary 1 standards with the overarching principle of implementing a global perspective within the curriculum.

### ***Identifying and Aligning Resources***

The PPCMS leadership team meets regularly to disaggregate, analyze, and disseminate student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Through this continuous improvement process, leadership identified the need for a system liaison that aligns and implements processes, procedures, and curricular resources. Beginning this school year, a Director for the Office of Innovative Learning was appointed. Support and direction are provided to teachers through on-site Professional Learning Communities, district-based professional development, a mentoring program, and additional resources such as webinars and online forums.

The leadership team dedicates time to address issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement. A focus on system alignment is addressed through ongoing cross-campus leadership team meetings. To effectively address student needs, the PPCMS leadership team monitors student progress on Rtl as directed by the Multi-tiered Systems of Support (MTSS). The leadership team encourages the sharing of best practices, including teacher observations of colleagues.

Department heads submit annual budget requests for supplemental materials and ancillary supplies. School administrators oversee the budgets for each campus and work in collaboration with the bookkeeper and the City Administrators for final approval of all purchases.

### **Literacy Leadership Team (LLT)**

<b>Central Campus Leadership Team</b>	
Sean Chance	Principal
Linda Montoto	Assistant Principal

Pembroke Pines Charter Middle School 2018-19 SIP

Cynthia Adorno	Curriculum Specialist
Amber Touhy	ELA Department Chair & Cambridge Coordinator
Latrice Hubert	Reading Coach
Jill Bear	Guidance
<b>West Campus Leadership Team</b>	
Michael Castellano	Principal
Alan Pfau	Assistant Principal
Isabelle Leger	Cambridge Coordinator
Veronica Lesmes	Curriculum Specialist
Deidra Blackburn	Counselor
Karen Finklestein	Reading Resource Teacher

***Describe how the LLT promotes literacy within the school***

PPCMS Literacy Leadership Team (LLT) meets regularly to analyze student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Support and direction is provided to teachers through on-site Professional Learning Communities, district-based professional development, a mentoring program, and additional resources such as webinars and online forums. The leadership group dedicates time to address issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement.

PPCES LLT supports student learning by examining professional practices and learning progression charts to ensure mastery towards meeting the grade level expectations outlined in the Pupil Progression Plan (Policy 6000.1). LLT provide teachers with research-based strategies and resources to assist all students in the multi-tiered systems, which includes the Exceptional Student Education and English Language Learners in acquiring academic skills to ensure educational learning gains.

The LLT ensures successful implementation of school-wide literacy goals to increase students' achievement:

1. Student-centered activities and numerous opportunities are given for students to collaborate, apply critical thinking skills, and participate in meaningful discussions.
2. Through the school-wide Accelerated Reading Program, students meet or exceed their quarterly goals to increase vocabulary and comprehension skills.
3. Technology programs such as iReady, MyHWR, ThinkCentral, and Study Island are used as supplemental resources to remediate and enrich students.
4. The Media Specialist implements and promotes Literacy Week, and other programs that support literacy initiatives.
5. The LLT is also part of the CPS Team that target students in the bottom 25 percent.

**Public and Collaborative Teaching**

### **Encouraging a Positive Working Environment**

Teachers participate in research-based professional development designed to improve teacher performance and increase student achievement. All teachers have the opportunity to participate in local, state, and national conferences as well as online webinars that are aligned to the needs of the students. Additionally, all staff is part of a year-long Professional Learning Community (PLC) focused on the rigor and demands of the Florida Standards. These PLCs meet weekly to delve into high-yield strategies, unpack the standards, discuss project-based learning activities, develop common assessments, identify and incorporate rigorous text, and share best practices. As the year progresses, progress monitoring data drives the focus of the PLC but always with the same end goal: increase student performance.

Through common weekly instructional planning time that fosters collaboration and strengthens alignment across the grade levels, teachers enhance their instructional practices. Curriculum Specialists work together developing system-wide policies and procedures to create an atmosphere that fosters and nurtures growth. The new teacher program for the system supports new educators through mentoring and continuous observation.

At the City of Pembroke Pines Charter Middle School the safety, security, acceptance, and academic success of all students are first and foremost. Through transparency of student data PPCMS identifies its areas of improvement in this plan and develops deliberate practice through a rigorous curriculum to ensure all students are prepared to succeed in a global society.

### **Recruiting, Developing and Retaining Highly Qualified Teachers**

PPCMS has established policies, processes, and procedures to address the hiring of professional and effective teachers. A selection process involves identifying qualified applicants, conducting interviews according to established procedures, and basing hiring decision on a matrix, job knowledge, and team's recommendation. A mentoring support system, incentive programs, and leadership development trainings are in place to retain the high-quality and diverse teaching staff. Effective this year, four extra Professional Study Days have been added to allow for teacher collaboration and system-wide alignment.

### **Teacher Mentoring Program**

Newly hired teachers participate in the system's induction program throughout the school year, as well as Broward County's New Teacher Academy. A school site mentor is assigned to a novice teacher to support and develop instructional strategies to meet the needs of all students. The mentor assists by coaching, providing instructional feedback, and modeling lessons. Mentor and mentee pairings are done after careful analysis of the needs of the mentee and the strengths of the mentor, focusing on subject-area expertise. Continuous monitoring provides the mentor and mentee opportunities for feedback. All new teachers are afforded the opportunity to observe master teachers, debrief on best practices, and apply these best practices in their classroom. The assigned mentor and/or support personnel observe the new teacher implementing these best practices and provide further constructive feedback and support.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies Instructional Programs**

#### ***Alignment to Florida Standards***

PPCMS uses state adopted instructional materials to ensure alignment to the Florida Standards. Supplemental materials are reviewed by the Leadership Team and input from the team leaders is used prior to purchasing new items. In addition, teachers participate in PLCs and staff development training to further align curriculum, assessment, and instructional practices that correlate with the Florida Standards.

#### ***Data Analysis for Differentiated Instruction***

PPCMS uses data from multiple sources to identify needs and implement high-yield instructional strategies, including differentiated instruction, and researched based instructional programs that focus on students' unique needs. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests.

Utilizing the Florida's Continuous Improvement Model (FCIM), teachers implement the steps in the Plan-Do-Check-Act cycle to focus instruction based on disaggregation of data. Highly qualified teachers trained on Marzano's High Probability strategies continuously meet to review data, reflect on current practices, and adjust instruction accordingly. Data chat meetings are held regularly to address academic needs of students at all instructional levels. Students needing additional support are monitored through the MTSS/RtI process. The MTSS/RtI process ensures students receive targeted instructional support to address any academic deficiencies. Reading and Math teachers utilize i-Ready to monitor student progress throughout the school year.

## School Improvement Goals

**G1.** Reading – By May 2019, the percentage of students scoring at L3 or higher in the English Language Arts Florida Standards Assessment in grades 6, 7 and 8 will increase from 85% to 88% (3% points).

**G2.** Reading – By May 2019, the percentage of students in grades 6, 7 and 8 (not in the lowest 25<sup>th</sup> percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 73% to 76%.

**G3.** Reading – By May 2019, the percentage of students in grades 6, 7 and 8 (in the lowest 25<sup>th</sup> percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 68% to 71%.

**G4.** Mathematics – By May 2019, the percentage of students scoring at L3 or higher in the Mathematics Florida Standards Assessment in grades 6, 7 and 8 will increase from 80% to 83% (3% points).

**G5.** Mathematics – By May 2019, the percentage of students in grades 6, 7 and 8 (not in the lowest 25<sup>th</sup> percentile) demonstrating gains on the Mathematics Florida Standards Assessment will increase from 70% to 73%.

**G6.** Mathematics – By May 2019, the percentage of students in grades 6, 7 and 8 (in the lowest 25<sup>th</sup> percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 66% to 69%.

**G7** Science – By May 2019, the percentage of students scoring at L3 or higher in the Florida Science Standards Assessment in grade 8 will increase from 83% to 86% (3% points).

**G8.** Civics – By May 2019, the percentage of students scoring at L3 or higher in the Civics EOC in 7<sup>th</sup> grade will increase from 94% to 96% (2% points).

**G9.** Algebra I – By May 2019, 100% of students in grades 7 and 8 and will achieve proficiency or higher on the Algebra I EOC.

**G10.** Geometry - By May 2019 100% of students in Geometry will achieve proficiency or higher on the Geometry EOC.

**G11.** Biology- By May 2019, 85% of students in Biology will achieve proficiency or higher on the Biology EOC.

Action Steps and Rationale		
Identified Goal	Action Steps	Rationale
<p>ELA - Given attention to researched based instructional strategies, 100% of students in grades 6-8 will demonstrate a progression of their reading skills on a state approved progress monitoring tool. (i-Ready)</p>	<p>1. Professional Learning Communities</p>	<p>1. Teachers collaborate in a cooperative learning environment to discuss research-based strategies designed to improve student learning.</p>
<p>ELA – By May 2019, the percentage of students scoring at L3 or higher in the English Language Arts Florida Standards Assessment in grades 6, 7 and 8 will increase from 85% to 88%.</p>	<p>2. Data Chats</p>	<p>2. Leadership team, support staff, and teachers meet to disaggregate, analyze, and interpret data to determine student needs.</p>
<p>ELA – By May 2019, the percentage of students in grades 6, 7 and 8 (not in the lowest 25<sup>th</sup> percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 73% to 76%.</p>	<p>3. Response to Intervention</p>	<p>3. Identify students needing additional instructional and/or behavioral support. Provide appropriate research-based interventions.</p>
<p>ELA– By May 2019, the percentage of students in grades 6, 7 and 8 (in the lowest 25<sup>th</sup> percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 68% to 71%.</p>	<p>4. Professional Development</p>	<p>4. Teachers improve instructional strategies through local, state, and online professional development aligned to student needs.</p>
<p>Mathematics – By May 2019, the percentage of students scoring at L3 or higher in the Mathematics Florida Standards Assessment in grades 6, 7 and 8 will increase from 80% to 83% (3% points).</p>	<p>5. Common Planning and Alignment</p>	<p>5. Teachers collaborate among grade level and subject areas to provide consistency of instruction and assessment.</p>
<p>Mathematics – By May 2019, the percentage of students in grades 6, 7 and 8 (not in the lowest 25<sup>th</sup> percentile) demonstrating gains</p>	<p>6. Progress Monitoring</p>	<p>6. Collect and analyze data to determine students' proficiency of grade level standards.</p>
	<p>7. Technology Intervention Support Programs</p>	<p>7. Technology programs provide additional support for students at their instructional level in reading, mathematics, and science.</p>



<p>on the Mathematics Florida Standards Assessment will increase from 70% to 73%.</p> <p>Mathematics – By May 2019, the percentage of students in grades 6, 7 and 8 (in the lowest 25<sup>th</sup> percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 66% to 69%.</p>	<p>8. Remedial Tutorial sessions</p>	<p>8. Evidence based curriculum designed to remediate gaps in student achievement.</p>
<p>Science – By May 2019, the percentage of students scoring at L3 or higher in the Florida Science Standards Assessment in grade 8 will increase from 83% to 86%</p>		
<p>Algebra I- By May 2019, 100% of students in grades 7 and 8 and will achieve proficiency or higher on the Algebra I EOC.</p>		
<p>Geometry – By May 2019 100% of students in Geometry will achieve proficiency or higher on the Geometry EOC.</p>		
<p>Civics – By May 2019, the percentage of students scoring at L3 or higher in the Civics EOC in 7<sup>th</sup> grade will increase from 94% to 96%.</p>		
<p>Biology-By May 2019 85% of students in Biology will achieve proficiency or higher on the Biology EOC.</p>		

## Monitoring the Effectiveness of the Action Steps

- Classroom walk-throughs data will be utilized to observe instructional practices to assess the effectiveness of professional learning community meetings.
- Data chats will be implemented to analyze data and drive instruction and interventions.
- Diagnostic, growth monitoring, and formative assessments will be administered to monitor student progress and target instruction through intervention.
- Data results from benchmark assessments, progress monitoring, common formative assessments, and RtI intervention programs will be analyzed to determine if students are demonstrating growth toward mastery of content.
- The Collaborative Problem Solving Team will meet with teachers and discuss the most effective methods and programs tailored to student needs.
- Through the implementation of the Technology Integration Matrix (TIM), designated members will monitor the effective use of technology in the classroom.