Glades Middle School
Monthly Monitoring
of School Improvement Plan

16700 SW 48th Ct.
Miramar, FL 33027
(754) 323 - 4600
ENGLISH LANGUAGE ARTS (ELA) DEPARTMENT

<table>
<thead>
<tr>
<th>SIP Goal</th>
<th>Strategy to Meet Goal</th>
<th>Evidence that strategy is being implemented in the classroom</th>
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<td>Teachers will engage students in using close reading strategies with complex texts along with text dependent questions and performance tasks aligned to the Language Arts Florida Standards (LAFS) for their particular grade level.</td>
<td>- Teachers are utilizing Collections and other short stories as well as non-fiction. Non-fiction has a focus on Social Studies, but will also include materials from Science, the Arts, and Math.</td>
<td>* Rubrics used for projects, and/or writing activities. * Online resources for standard-driven lessons.</td>
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<tr>
<td>English Language Arts (ELA) and Reading teachers implement instruction to support student success with LAFS.</td>
<td>- Teachers are utilizing USA Test prep, CommonLit, and NewsELA to prepare students for the upcoming test</td>
<td>- Data from USA Test Prep, CommonLit, and NewsELA</td>
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<td>ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.</td>
<td>- Teachers meet weekly to discuss and plan lessons based on student data. - Students are given their data to goal set for this year.</td>
<td>- PLC Sign in sheet. - Student data sheets.</td>
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<td>Teachers provide students with extensive writing opportunities in both Argumentative and Expository essays in order to prepare students for the Florida Standards Assessment in ELA.</td>
<td>- Teachers are teaching the formatting for both essays. - Teachers are writing and editing essays in class each month.</td>
<td>- Student samples of essays. - FSA Rubrics.</td>
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ELA Crunch Time Plan 2018-2019

Crunch Time Dates
February 11 through FSA

6th Grade

Materials Used
- All teachers will utilize iReady, USA Test Prep, Text Marking Lessons for Active Non-Fiction Reading, and Florida Test Prep English Language Arts Reading Workbook Grade 6
- Teachers will review all tested benchmarks and continue remediation/enrichment based on data produced.
- Teachers will review Argumentative and Informative Essay skills up to the Writing FSA
Frequency (may change based on need of individual students/classes)

- Regular - twice a week, may be more based on students in class data
- Advanced - once a week, may be more based on students in class data
- CPCA - once a week

7th Grade
Materials Used
- All teachers will utilize iReady, USATest Prep, and Common Lit.
- Teachers will review all tested benchmarks and continue remediation/enrichment based on data produced.
- Teachers will review Argumentative and Informative Essay skills up to the Writing FSA

Frequency (may change based on need of individual students/classes)

- Regular - twice a week, may be more based on students in class data
- Advanced - once a week, may be more based on students in class data
- CPCA - once a week

8th Grade
Materials Used
- All teachers will utilize Performance Coach and USATestPrep
- Teachers will review Argumentative and Informative Essay skills up to the Writing FSA

Frequency (may change based on need of individual students/classes)

- Regular - twice a week, may be more based on students in class data
- Advanced - once a week, may be more based on students in class data
- CPCA - once a week

**READING DEPARTMENT**

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| Teachers will engage students in using close reading strategies with complex texts along with text-dependent questions and performance tasks aligned to the Language Arts Florida Standards (LAFS) for their particular grade level. | Members of the Reading Department continue to align instruction to the FSA framework and provide long-term goals for students in the areas of informational and literary text through novel study and infusion of informational text via FSA-style resources. | The following activities are being implemented through a “Crunch Time” calendar provided by the Literacy Coach:  
- Continuation of the Formative Assessment process through CoachDigital.com resources focusing on priority standards during FSA “Crunch Time”. |
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<td>Continuation of infusing non-fiction articles from <a href="http://www.NewseLA.com">www.NewseLA.com</a>, <a href="http://www.CommonLit.org">www.CommonLit.org</a>, <a href="http://www.Achieve3000.com">www.Achieve3000.com</a>, and <a href="http://www.Readworks.org">www.Readworks.org</a> among others.</td>
<td>Novel studies based on students’ lexile levels may also be used, but once a week during crunch time. Passages will be timed in order to build stamina as a test preparation strategy. ACHIEVE3000 Test Smart lessons and FSA Boot Camp articles will be utilized at least twice a week to prepare students for the FSA.</td>
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<tr>
<td>Reading teachers implement instruction to support student success with LAFS. Reading teachers utilize data to differentiate and scaffold instruction to increase student performance. Teachers provide students with extensive research and writing opportunities (claims and evidence) in order to prepare students for the Florida Standards Assessment in ELA.</td>
<td>Assess students on the standards implemented. Remediate students who do not show mastery via re-teaching concepts covered. Enrich with opportunities to enhance learning on students how mastered the standards implemented. Please see above and also: Focus on FSA ELA priority standards through CoachDigital.com quizzes and lessons. Students are required to justify their answers using text evidence. They have access and are required to use specific strategies when providing text evidence.</td>
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<td>Increase utilization of visual media to improve English Language Learners acquisition of English.</td>
<td>Expose English Language Learners to different types of media to deliver instruction in order to differentiate learning and teaching. Continue the infusion of web-based activities using a variety of resources including <a href="http://www.NewseLA.com">www.NewseLA.com</a> as a test preparation for the Florida Standards Assessment.</td>
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<td>Develop a whole school reading culture that will promote/support reading for both pleasure and as a lifelong skill.</td>
<td>Continue providing opportunities for silent reading through content-area activities. Continue incorporation of novel studies, informational text passages, and web-based activities. S.U.R.F. may be incorporated in every reading class to allow students to spend time reading for pleasure as well as creating a culture of reading at Glades Middle School. Balancing informational text and literary text through novel reading. The use of the FSA “Crunch Time” calendar provided by the Literacy Coach. Continue collaborating as a department to discuss strategies for students in the lower, mid, and high levels in reading. Infusing more reading and writing strategies through all content-areas using a variety of resources.</td>
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<tr>
<td><strong>2018-2019 GMS INTENSIVE READING CRUNCH TIME PLAN</strong></td>
<td><strong>February 11th – April 30th or until right before the FSA date for a particular grade.</strong></td>
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Reading teachers may cater to their students’ needs and may alter the order of the standards covered. 

**Mondays:** CoachDigital: Support Coach Lesson Quiz

**Tuesdays:** CoachDigital: Support Coach Lesson Quiz

**Wednesdays:** ACHIEVE 3000 (Modeled Lesson-Stretch Article)

**Thursdays:** ACHIEVE 3000 (Independent Lesson-On-Level Article) – Test Smart or FSA Boot Camp lesson

**FSA Freedom Fridays:** Teachers may choose to finish the following:
- a Support Coach lesson
- ACHIEVE3000 lesson
- A literary lesson using poetry or literary terms
- A vocabulary activity from Word Wisdom or another vocabulary resource
- Build stamina with a timed-passage following testing protocols

### CIVICS DEPARTMENT

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<td>Teachers meet in professional learning communities to collaborate in planning lessons and sharing best practices.</td>
<td>Teachers created Common Chapter Assessments. &lt;br&gt; Teachers utilized the District Common Formative Assessment #3 &lt;br&gt; Use of technology in the classroom.</td>
<td>Students are being tested using carefully crafted assessments that mirror the Civics End of the Course (EOC) exam. &lt;br&gt; Students are accessing and receiving instruction through the following sites: civics360.org, icivics.org, floridastudents.org</td>
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<td>Teachers will plan remediation, reinforcement, and enrichment activities.</td>
<td>Teachers used the Quarter 3 Civics: What You Will Need to Know! Study guide &lt;br&gt; Guided reading worksheets from previous lessons are given to help remediate the chapter’s lesson &lt;br&gt; Cambridge Teachers in Civics participated in an interdisciplinary project to</td>
<td>After being taught the fundamentals of the three branches of government, students created an original form of government project. &lt;br&gt; Students are participating in class competitions to reinforce and enrich.</td>
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| Teachers meet in professional learning communities weekly to review student data on benchmarks. | Teachers administered the third formative assessment and debriefed on results.  
Teachers will collaborate to discuss the strengths and weakness from both instructional practices and assessments.  
Teachers will meet with their content administrator to discuss test data “data chats”. | Teachers noted benchmarks of concerns based on Formative Assessment for re-teaching. Those benchmarks will be retested on the next assessment.  
Teachers have made the necessary adjustments to better suit the curriculum’s goals. |
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<td>Teachers collaborate, with Reading teachers and coach, to share best practices to integrate reading strategies in the curriculum.</td>
<td>Reading and Social Studies Department Chairs met and created a Plan for Civics Reinforcement via P.E.(Elective Class).</td>
<td>P.E. Teachers are using content directed by Social Studies to teach comprehension skills.</td>
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**6TH AND 8**TH **GRADE SOCIAL STUDIES**

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| Teachers will engage students in using close reading strategies with complex texts along with text-dependent questions and performance tasks aligned to the Social Studies Standards and Language Arts Florida Standards (LAFS) for their particular grade level.  
Continue increasing extended learning opportunities to provide academic support for struggling students in Reading classes. | **PBL:** Teachers are continuing to implant projects that based on standards into their curriculum.  
**Technology:** Teachers are incorporating technology through multiple ways.  
**Silent Reading:** Silent/independent reading time is incorporated through primary sources and the classroom book.  
**Professional Learning Communities:** Social Studies teachers participate in professional learning communities targeting the Language Arts Florida Standards every week.  
**PLCs** focus on deconstructing the standard learned, identifying key academic vocabulary for students, and strategies that mirror the rigor of the Florida Standards Assessment alternating meetings with Reading department | • Student samples of strategies used in classroom  
• Student samples showcased in classrooms and at professional learning communities. |
| Social Studies teachers utilize data to differentiate and scaffold instruction to increase student performance. | Social Studies teachers engage in collaborative experiences via weekly professional learning communities that are student-focused, inquiry based, and promote ongoing practice to better serve our students. These professional learning communities promote an equal sharing of responsibility to push each other and dig deeper into methodologies to figure out what works best for our students based on baseline data derived from school-wide common | • Sharing best practices at PLCs.  
• Analyzing data results of Common Formative Assessment from the schoolwide electronic database and through data chats  
• Standard-driven intervention strategies via re-teaching of skills. |
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**MATH DEPARTMENT**

In the 2018/2019 school year, data from teacher created Common Formative Assessments (CFA) developed at DOK level 3 or higher will show that 70% of students will master the standard(s) tested in 6th-8th grade Math. Mastery is considered to be receiving a score of 70% or higher. This data will be collected bi-quarterly and will be used to restructure instruction by providing remediation/enrichment to students through the use of Khan Academy, small group learning centers, and direct explicit instruction.

Teachers will meet in professional learning communities by grade level to collaborate in the planning of lessons and sharing best practice.

Teachers report to an assigned classroom every Tuesday. Teachers are responsible for working on Formative Assessments, Curriculum Maps, and enrichment and remediation activities by grade level. Teachers will also receive technology updates once a month.

Teachers will incorporate the utilization of learning centers to increase student success.

Teachers incorporate learning centers on as needed basis within the classroom. The focus during centers would be to provide remediation to students that did not achieve mastery on the Common Formative Assessment.

Teachers will increase availability of tutoring for students, utilizing such strategies as peer-led tutoring, push-in and pull-out sessions led by the Math Coach, and teacher-led tutoring during Extra Help Thursdays to increase student success with MAF.

Teachers selected 30 students that were in the lowest 30th percent and sent a letter home to aware parents of Rising Stars Camp on Thursdays. 7th Grade teachers have begun peer tutoring with the 8th Grade GEM students. Peer led tutoring is held every Wednesday in the designated teachers’ class.

Teachers will incorporate the utilization of digital learning resources, such as Khan Academy and Algebra Nation, to increase student success.

Teachers have submitted class rosters to the curriculum leader showing that students have been registered along with their progress.

All students regardless of the level Math will learn of the ways in which the concepts learned in class will be applicable in real-world situations.

The Math department will collaboratively create methods in which students can be aware of the way math can be used in the real world as well as careers that Math can be implemented. This will be announced to all students during the morning announcements during a segment called Math Matters.