

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Lincoln Marti Charter School Little Havana Campus  
970-984 W FLAGLER ST  
Miami, FL 33130  
305-325-1001

### School Demographics

**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
98%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
99%

### School Grades History

**2013-14**  
NOT GRADED

**2012-13**  
A

**2011-12**  
A

**2010-11**  
B

**2009-10**  
F

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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

Lincoln Marti Charter School Little Havana

##### Principal

Martin Añorga/ Nataly Parra

##### School Advisory Council chair

Sofia Solis

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

Name	Title
Nataly Parra	Principal
Mabel Chipi	Assistant Principal
Licety Forjans	ESOL Coordinator
Sofia Solis	Reading Coach
Jessica Sulbaran	Science Teacher
Ana Mercado	Counselor
Maria T. Alejo	Mathematics Teacher
Ana Alfonso	Language Arts Teacher
Estrella Morffi	Science Teacher
Danielle Arce	Social Studies Teacher
Ileana Kattengell	ESE Coordinator

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, Alternate Teacher/Paraprofessional – 1, Teachers –4, Parents – 3, Alternate Parent-1, Student-3, Alternate Student-1, Educational Support-1, Alternate Educational Support-1, Business Community Representative-1

#### Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The School Improvement Plan must address issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services, and the ongoing monitoring of the EESAC. The EESAC must give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC should receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments. Some EESACs form subcommittees to monitor each of the objectives in the School Improvement Plan. The subcommittees can include members of the EESAC as well as other non-members who are familiar with the various aspects of the school's programs.

**Activities of the SAC for the upcoming school year**

- In order to accomplish its charge, the EESAC should:
- ? Schedule and conduct meetings on a regular basis;
  - ? Review all applicable student performance data;
  - ? Determine the students' needs and prioritize them;
  - ? Recommend strategies to improve areas of need;
  - ? Decide how to measure results;
  - ? Assist in the preparation and evaluation of the School Improvement Plan;
  - ? Meet all District and State timelines; and
  - ? Document data analysis and SIP reviews in the EESAC minutes.

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

A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to the EESAC. This money may not be used on capital improvements, nor may they be used for any project or program that has a duration of more than one (1) year. Neither District staff nor the principal may override the decision of the EESAC with regard to these funds. (F.S. 24.121). The school will receive EESAC funds, approximately a total of \$3625.00 (\$5 per student) will be solely used for students' incentives.

**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:**



## Instructional Coaches

### # of instructional coaches

1

### # receiving effective rating or higher

(not entered because basis is < 10)

### Instructional Coach Information:



**Sofia Solis**

Full-time / School-based

Years as Coach: 2

Years at Current School: 4

**Areas**

Reading/Literacy

**Credentials**

K-6 Elementary Education, K-12 Special Education, Reading Endorsed, Gifted Endorsed, ESOL Endorsed

**Performance Record**

2013 – School Grade A  
 Rdg. Proficiency, 57%  
 Math Proficiency, 68%  
 Rdg. Lrg. Gains, 88 points  
 Math Lrg. Gains, 84 points  
 Rdg. Imp. of Lowest 25% - 100 points  
 Math Imp. of Lowest 25% - 84 points  
 Rdg. AMO –YES  
 Math AMO –YES

2012 – School Grade A  
 Rdg. Proficiency, 43%  
 Math Proficiency, 50%  
 Rdg. Lrg. Gains, 83 points  
 Math Lrg. Gains, 87 points  
 Rdg. Imp. of Lowest 25% - 83 points  
 Math Imp. of Lowest 25% - 95 points  
 Rdg. AMO –YES  
 Math AMO –YES

2011 – School Grade B  
 Rdg. Proficiency, 43%  
 Math Proficiency, 45%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 76 points  
 Rdg. Imp. of Lowest 25% - 83 points  
 Math Imp. of Lowest 25% - 87 points  
 Rdg. AMO –NO  
 Math AMO –NO

2010-School Grade B  
 Rdg. Proficiency, 74%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 53 points  
 Rdg. Imp. of Lowest 25% - 62 points  
 Math Imp. of Lowest 25% - 49 points  
 Rdg. AMO –NO  
 Math AMO –NO

2009-School Grade A  
 Rdg. Proficiency, 75%  
 Math Proficiency, 74%  
 Rdg. Lrg. Gains, 72 points  
 Math Lrg. Gains, 57 points  
 Rdg. Imp. of Lowest 25% - 72 points  
 Math Imp. of Lowest 25% - 68 points

Rdg. AMO –NO  
 Math AMO –NO

**Classroom Teachers**

**# of classroom teachers**

56

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

89%

**# certified in-field**

50, 89%

**# ESOL endorsed**

35, 63%

**# reading endorsed**

6, 11%

**# with advanced degrees**

5, 9%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

24, 43%

**# with 6-14 years of experience**

14, 25%

**# with 15 or more years of experience**

17, 30%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

The institution provides current openings information on the school's website as well as on different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the necessary requirements to attain the new position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process.

To retain Highly Qualified Teachers, Certified-in-field, we provide annual incentives based on their achievements. Teachers are also recognized and receive annual incentives for having perfect attendance throughout the school year.

**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**

Experienced teachers in same grade level will mentor new teachers. Teachers with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction will support non-experience teachers. Different mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies.

New Teachers/Mentors

Alejandra Jidy/Karla Lopez

Lucy Caballero/Ana Alfonso

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

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

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and to monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensuring 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 are needed to implement the SIP strategies that are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. 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**

Nataly Parra, Principal will schedule and facilitate regular Rtl meetings, ensure follow up of action steps, allocate resources; Mabel Chipi , Assistant Principal will ensure attendance of all members; Ana Mercado, Counselor will periodically monitor students' progress; Sofia Solis, Reading Coach will disaggregate and analyze students' data; Licety Forjans, ESOL Coordinator will ensure that students are provided with ongoing ESOL interventions; Jessica Sulbaran, Science Teacher will analyze students' data and provide the team with ongoing teaching strategies; Ana Alfonso, Language Arts Teacher will monitor students' Writing data reports to develop action plans based on students' needs; Maria Teresa Alejo, Mathematics Teacher will analyze students' data and monitor their progress; Estrella Morffi, Science Teacher will provide the team with different strategies based on students' current proficiency levels; Danielle Arce, Social Studies Teacher will monitor students current levels and provide ongoing support to achieve proficiency levels, Ileana Kattengel, ESE Teacher will monitor and analyze students' current levels.

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

#### Tier 2 and Tier 3 SST

Nataly Parra, Principal; Mabel Chipi, Assistant Principal; Ana Mercado, Counselor; Sofia Solis, Reading Coach; Licety Forjans, ESOL Coordinator; Jessica Sulbaran, Science Teacher; Ana Alfonso, Language Arts Teacher; Maria Teresa Alejo, Mathematics Teacher; Estrella Morffi, Science Teacher; Danielle Arce, Social Studies Teacher, Ileana Kattengell, ESE Teacher, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

The MTSS/Rtl team will meet on a bi-weekly basis to review consensus, infrastructure and implementation of building level MTSS. School administrators, School Counselor, Reading Coach and selected teachers will conduct bi-weekly meetings to evaluate Tier 2 intervention efforts for students by subject and grade level, any revision efforts will take place during these meetings. Tier 3 SST team members include: School administrator, School Counselor, Reading Coach, School Psychologist, School Counselor, Special Education Teacher, General Ed Teacher and parent/guardian. The Leadership Team and the EESAC Committee will also meet on a biweekly basis to analyze data, monitor students' progress and analyze effective use of teaching strategies.

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.

## **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**

Following the Florida Continuous Improvement Model the Leadership Team will analyze data, develop action plans based on current levels and needs, implement strategies to target individual needs of learners and monitor effective use of implemented strategies and resources.

The data sources and management system that Lincoln Marti Charter Schools, Little Havana will use to analyze data and monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing and engagement include:

### Data Sources

#### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- Oral Reading Fluency Measures
- 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
- Attendance
- Functional Assessment
- Frequency Monitoring

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](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:** Extended Day for All Students**Minutes added to school year:** 12,000

The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test taking strategies such as: process of elimination, search and destroy, and 4 squares writing process.

Supplemental Materials:

Kindergarten-Common Core Math and Reading

1st and 2nd Grade- Common Core Clinics Math and Reading

3rd, 4th, 7th and 8th Grade- Skills Coach Write It

3rd-8th Grade-Florida Coach Math, Reading, Writing and Science

3rd-8th Grade-Jumpstart Math, Reading, Writing and Science

3rd-8th Grade-Ladders to Success Math, Reading, Writing and Science

3rd-8th Grade-Crosswalk Reading and Math

3rd-8th Grade- Buckle Down Reading, Math, Writing and Science

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data will be collected periodically at the end of each lesson/unit. Data will be disaggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

**Who is responsible for monitoring implementation of this strategy?**

The Leadership Team and Administration will frequently monitor implementation and effectiveness of the strategies.

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

<b>Name</b>	<b>Title</b>
Nataly Parra	Principal
Mabel Chipi	Assistant Principal
Licety Forjans	ESOL Coordinator
Sofia Solis	Reading Coach
Jessica Sulbaran	Science Teacher
Ana Mercado	Counselor
Maria T. Alejo	Mathematics Teacher
Ana Alfonso	Language Arts Teacher
Estrella Morffi	Science Teacher

Name	Title
Danielle Arce	Social Studies Teacher
Ileana Kattengell	ESE Coordinator

### How the school-based LLT functions

• A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support to teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

- The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
- The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
- Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

### Major initiatives of the LLT

The major initiatives will be to maintain all subject areas abreast of reading intervention strategies and through the data analysis focus on the areas of weaknesses.

## Every Teacher Contributes to Reading Instruction

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

Teachers will incorporate the interdisciplinary approach in all subjects to support the Reading curriculum and strategies. All teachers have a classroom library aligned with the students' reading levels. Reading groups are posted with students' current Reading levels next to the library. We also have DEAR (Drop Everything And Read) time in the morning from 8:00am to 8:30am to allow students and staff to read different books and instructional materials. Reading task cards are also incorporated in all subjects to ask reading questions when targeting different skills in Math, Science and Social Studies. As bell ringers teachers read different books with the students related to the topic(s) that will be introduced to them to activate prior knowledge while targeting the planned objectives and standards. Teachers also have a Library Center to allow students to rotate on a daily basis to read books and complete Reading Logs summarizing the books that they have read. Social Studies, Spanish, Music, Art, Physical Education, Mathematics and Science teachers will involve students in different Research activities where they will



be investigating and reading about different topics to increase their knowledge and understanding of a variety of standards and objectives.

## **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**

The school will plan an annual Open House to provide parents with important information regarding the transition process to Kindergarten. The school also send flyers with reminders and important information regarding Kindergarten. The students will transition smoothly within their familiar environment by rotating through centers with an alternate underlying purpose of focusing on differentiated instruction. The students will also continue to explore and work with hands on activities to enhance the long term learning experience. The instruments that will determine the placement of students throughout the year will be the data collected from FAIR Assessments, FLKRS, and student progress reports.

## **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**

On an annual basis the school surveys the students to see what their career future expectations are. This allows the school to develop a curriculum plan based on the relevance to the students' future. These courses allow the students to experience the different responsibilities of each field.

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

The Leadership Team and the counselor analyze the survey's results and based on students' interests the courses are offered. The counselor also meets with the students to talk about their future goals.

### **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	37%	57%	Yes	43%
American Indian				
Asian				
Black/African American	35%	81%	Yes	42%
Hispanic	38%	55%	Yes	44%
White				
English language learners	32%	49%	Yes	39%
Students with disabilities	25%	38%	Yes	33%
Economically disadvantaged	35%	55%	Yes	42%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	28%	31%
Students scoring at or above Achievement Level 4	85	23%	24%

#### 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			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		88%	89%
Students in lowest 25% making learning gains (FCAT 2.0)		100%	100%

**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)	178	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	115	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	105	24%	32%

**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	71	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**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	46%	68%	Yes	51%
American Indian				
Asian				
Black/African American	33%	75%	Yes	39%
Hispanic	48%	67%	Yes	53%
White				
English language learners	44%	67%	Yes	50%
Students with disabilities	41%	54%	Yes	47%
Economically disadvantaged	46%	66%	Yes	51%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	29%	32%
Students scoring at or above Achievement Level 4	123	35%	36%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		84%	86%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		50%	55%
Middle school performance on high school EOC and industry certifications		100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	13%
Students scoring at or above Achievement Level 4	13	87%	87%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	30%	34%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	19%

**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			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	34%	37%
Students scoring at or above Achievement Level 4	12	21%	22%

**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			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		8
Participation in STEM-related experiences provided for students	4	50%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	83%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	32%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	32%
Students taking CTE industry certification exams	0	0%	32%
Passing rate (%) for students who take CTE industry certification exams		0%	30%
CTE program concentrators	0	0%	42%
CTE teachers holding appropriate industry certifications	0	0%	42%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	134	20%	19%
Students retained, pursuant to s. 1008.25, F.S.	18	4%	3%
Students who are not proficient in reading by third grade	40	53%	48%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

**Middle School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	134	20%	19%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	2	1%	1%
Students who fail two or more courses in any subject	2	1%	1%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

## Goals Summary

- G1.** Our Reading goal for the 2013-2014 school year is to increase the percentage of students Reading at or above grade level by 3 percentage points from 57% to 60%.
- G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring levels 3.5-6 on the Writing Assessments by 4 percentage points from 58% to 62%.
- G3.** Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Mathematics by 3 percentage points from 68% to 71%.
- G4.** Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving proficiency levels on the EOC Algebra I by 100%.
- G5.** Our goal for the 2013-2014 is to increase the percentage rate of students participating in Middle School Accelerated classes by 5 percentage points from 50% to 55% and to maintain the percent of students achieving proficiency levels by 100%.
- G6.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 5th grade achieving proficiency levels in Science by 3 percentage points from 47% to 50%.
- G7.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 8th grade achieving proficiency levels in Science by 3 percentage points from 55% to 58%.
- G8.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.
- G9.** Our Social Studies goal for the 2013-2014 school year is to achieve 50% proficiency levels on the Civics EOC.
- G10.** Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10%.
- G11.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Elementary Students with attendance, discipline and behavior problem by 3 percentage points.
- G12.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Middle School Students with attendance, discipline and behavior problem by 3 percentage points.

## Goals Detail

**G1.** Our Reading goal for the 2013-2014 school year is to increase the percentage of students Reading at or above grade level by 3 percentage points from 57% to 60%.

### **Targets Supported**

- Reading (FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- McGrall Hill, Florida Coach, Jumpstart, Crosswalk, Buckle Down, Ladders to Success, Florida Ready, Florida Achieves, Reading Plus, ESOL Interventions

### **Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 28% to 31%.
- Our goal for the 2013-2014 school year is to increase the amount of students scoring level 4 and above on the FCAT 2.0 Reading by 1 percentage point from 23% to 24%.
- Our goal for the 2013-2014 school year is to increase the amount of all students making learning gains on the FCAT 2.0 Reading by 1 percentage point from 88% to 89%.
- Our goal for the 2013-2014 school year is to maintain the amount of the lowest 25% students making learning gains on the FCAT 2.0 Reading assessment from 100% to 100%.
- Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA listening and speaking sections by 6 percentage points from 42% to 48%.
- Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA Reading Assessment by 7 percentage points from 27% to 34%.
- Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA Writing Assessment by 8 percentage points from 24% to 32%.

### **Plan to Monitor Progress Toward the Goal**

Following the FCIM model, the Reading Coach, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

### **Person or Persons Responsible**

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

### **Target Dates or Schedule:**

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

### **Evidence of Completion:**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test



**G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring levels 3.5-6 on the Writing Assessments by 4 percentage points from 58% to 62%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Write Source, Skills Coach Write It, Florida Coach Writing, Buckle Down Writing, Daily Journals

**Targeted Barriers to Achieving the Goal**

- Our Writing goal for the 2013-2014 school year is to increase the amount of 4th grade students scoring level 3.5 or above on the FCAT 2.0 Writing Assessment by 4 percentage points from 58% to 61%.
- Our Writing goal for the 2013-2014 school year is to increase the amount of 8th grade students scoring level 3.5 or above on the FCAT Writing Assessment by 4 percentage points from 58% to 61%.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, the Reading Coach, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

**Person or Persons Responsible**

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

**Target Dates or Schedule:**

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

**Evidence of Completion:**

Formative: Weekly teacher generated prompts, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 Writing FCAT

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Mathematics by 3 percentage points from 68% to 71%.

#### **Targets Supported**

#### **Resources Available to Support the Goal**

- Go Math, Ladders to Success, Crosswalk, Buckle Down, Jumpstart, Florida Coach, Common Core Coach

#### **Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Mathematics FCAT 2.0 by 3 percentage points from 29% to 32% .
- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the Mathematics FCAT 2.0 by 1 percentage point from 35% to 36%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of all students making learning gains on the Mathematics FCAT 2.0 by 2 percentage points from 84% to 86%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of the lowest 25% students making learning gains on the Mathematics FCAT 2.0 by 2 percentage points from 84% to 86%.

#### **Plan to Monitor Progress Toward the Goal**

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### **Person or Persons Responsible**

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### **Target Dates or Schedule:**

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### **Evidence of Completion:**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Mathematics Assessment

**G4.** Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving proficiency levels on the EOC Algebra I by 100%.

#### **Targets Supported**

- Algebra 1 EOC

#### **Resources Available to Support the Goal**

- Jumpstart, Buckle Down, Ladders to Success, Crosswalk, Florida Coach, Everglades K-12.

#### **Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the EOC Algebra I assessment by 2 percentage points from 13% to 15%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the EOC Algebra I assessment by 3 percentage points from 87% to 90%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### Evidence of Completion:

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 EOC Algebra I

**G5.** Our goal for the 2013-2014 is to increase the percentage rate of students participating in Middle School Accelerated classes by 5 percentage points from 50% to 55% and to maintain the percent of students achieving proficiency levels by 100%.

#### Targets Supported

#### Resources Available to Support the Goal

- Ladders to Success, Crosswalk, Buckle Down, Jumpstart, Florida Coach, Everglades K-12

#### Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in Middle School Acceleration courses by 5 percentage points from 50% to 55%.
- Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving performance levels Middle School Acceleration courses by 100%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### Evidence of Completion:

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

**G6.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 5th grade achieving proficiency levels in Science by 3 percentage points from 47% to 50%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Jumpstart, Gyzmos, E20, Florida Coach, Jumpstart and Ladders to Success, Florida Achieves.

**Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the percentage rate of 5th grade students achieving level 3 on the FCAT 2.0 by 4 percentage points from 30% to 34%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of 5th grade students achieving level 4 and above on the FCAT 2.0 by 2 percentage points from 17% to 19%.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

**Person or Persons Responsible**

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

**Target Dates or Schedule:**

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

**Evidence of Completion:**

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

**G7.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 8th grade achieving proficiency levels in Science by 3 percentage points from 55% to 58%.

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- Jumpstart, Gyzmos, E20, Florida Coach, Jumpstart and Ladders to Success, Florida Achieves.

**Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the percentage rate of 8th grade students achieving level 3 on the FCAT 2.0 by 3 percentage points from 34% to 37%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of 8th grade students achieving level 4 and above on the FCAT 2.0 by 1 percentage point from 21% to 22%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### Evidence of Completion:

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

**G8.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

#### Targets Supported

- STEM
- STEM - All Levels

#### Resources Available to Support the Goal

- Professional Developments, Science Fair Projects, Technology, Hands-on Activities

#### Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in different STEM activities by 10 percentage points from 0% to 10%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### Evidence of Completion:

Formative: District Interim Data will be used to monitor students' progress toward meeting goal.

**G9.** Our Social Studies goal for the 2013-2014 school year is to achieve 50% proficiency levels on the Civics EOC.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- MCGRAW HILL LIT, Florida Achieves

**Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring proficiency levels on the Civics Baseline Assessment by 50 percentage points from 0% to 50%.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

**Person or Persons Responsible**

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

**Target Dates or Schedule:**

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

**Evidence of Completion:**

Formative: Biweekly assessments and District Interim Data reports. Summative: Results from the 2014 Civics EOC.

**G10.** Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10%.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Technology Programs, Career based events and activities, Professional Developments

**Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of CTE students enrolled in accelerated courses by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students taking CTE exams by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of teachers holding industry certifications by 15 percentage points from 0% to 15%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE program concentrators by 15 percentage points from 0% to 15%.

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Counselor, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

### Person or Persons Responsible

Administrators, the Counselor, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

### Evidence of Completion:

Self-assessment results and enrollment of students in accelerated CTE courses.

**G11.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Elementary Students with attendance, discipline and behavior problem by 3 percentage points.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- District Code of Conduct, Ongoing-Professional Developments, Blackboard Connect Messages

### Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students retained by 1 percentage point from 4% to 3%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who are not proficient in reading by 3rd grade by 5 percentage points from 53% to 48%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students with 2 or more behavior referrals/one or more that lead to suspension by 1 percentage point from 2% to 1%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Reading Coach, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### Person or Persons Responsible

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### Evidence of Completion:

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

**G12.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Middle School Students with attendance, discipline and behavior problem by 3 percentage points.

#### Targets Supported

- EWS
- EWS - Middle School

#### Resources Available to Support the Goal

- District Code of Conduct, Ongoing-Professional Developments, Blackboard Connect Messages

#### Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to decrease the percentage rate of Middle School students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of Middle School students failing courses as noted in data by 1 percentage point from 1% to 0%.
- Our goal for the 2013-2014 school year is to maintain the percentage rate of Middle School students receiving one or more behavior referrals from 1% to 1%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Reading Coach, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

#### Person or Persons Responsible

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

#### Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

#### Evidence of Completion:

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT and EOC Assessments



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our Reading goal for the 2013-2014 school year is to increase the percentage of students Reading at or above grade level by 3 percentage points from 57% to 60%.

**G1.B1** Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 28% to 31%.

**G1.B1.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Vocabulary.

### Action Step 1

Teachers will attend a Reading Professional Development about "Developing Exemplary Lessons".

#### Person or Persons Responsible

All Reading Teachers

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Sign-in Sheets

#### Facilitator:

Sofia Solis, Reading Coach

#### Participants:

All Reading Teachers

## **Action Step 2**

The following instructional strategies will be utilized to support Reporting Category 1 Vocabulary: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G1.B1.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G1.B2** Our goal for the 2013-2014 school year is to increase the amount of students scoring level 4 and above on the FCAT 2.0 Reading by 1 percentage point from 23% to 24%.

**G1.B2.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text and Research Process.

### Action Step 1

Teachers will be attending a Professional Development titled "Implementing the new Reading materials Wonders by McGrallHill"

#### Person or Persons Responsible

All Reading Teachers

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Sofia Solis, Reading Coach

#### Participants:

All Reading Teachers

## **Action Step 2**

The following instructional strategies will be utilized to support Reporting Category 4 Informational Text and Research Process: Students will use real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.

### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs. Administration will monitor weekly lesson plan to ensure that teachers are exposing students to real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information.

### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations and lesson plans.

### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

### **Evidence of Completion**

Weekly Walkthroughs Reports, Lesson Plans and Formal Observations.

## Plan to Monitor Effectiveness of G1.B2.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G1.B3** Our goal for the 2013-2014 school year is to increase the amount of all students making learning gains on the FCAT 2.0 Reading by 1 percentage point from 88% to 89%.

**G1.B3.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text and Research Process.

### Action Step 1

The following instructional strategies will be utilized to support Reporting Category 4 Informational Text and Research Process: Students will use real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.

### Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G1.B3.S1**

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G1.B4** Our goal for the 2013-2014 school year is to maintain the amount of the lowest 25% students making learning gains on the FCAT 2.0 Reading assessment from 100% to 100%.

**G1.B4.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 2: Reading Application.

### **Action Step 1**

The following instructional strategies will be utilized to support Reporting Category 2 Reading Application: Students will ingrain the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspectives, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G1.B4.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G1.B5** Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA listening and speaking sections by 6 percentage points from 42% to 48%.

**G1.B5.S1** Teachers will provide English Language Learners with additional resources and strategies to improve their vocabulary skills.

### Action Step 1

The following instructional strategies will be utilized to help students improve their vocabulary skills: vocabulary word maps; word walls and personal dictionaries. Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

### Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA



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

Administration, ESOL Coordinator and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, ESOL Coordinator, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

#### **Target Dates or Schedule**

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

#### **Evidence of Completion**

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

### **Plan to Monitor Effectiveness of G1.B5.S1**

Administration, Reading Coach, ESOL Coordinator and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators, ESOL Coordinator Reading Coach and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

**G1.B6** Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA Reading Assessment by 7 percentage points from 27% to 34%.

**G1.B6.S1** Teachers will provide English Language Learners with additional resources and strategies to improve their reading skills.

### **Action Step 1**

The following instructional strategies will be utilized to support students' reading skills. Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new materials. Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will also Focus on Key Vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a mean to increase vocabulary development. Word Walls, Graphic Organizers and Word Banks will be used in all the classrooms.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, ESOL Coordinator, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

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

Administration, ESOL Coordinator and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, ESOL Coordinator, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G1.B6.S1

Administration, ESOL Coordinator, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, ESOL Coordinator, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G1.B7** Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA Writing Assessment by 8 percentage points from 24% to 32%.

**G1.B7.S1** Teachers will provide English Language Learners with additional resources and strategies to improve their writing skills.

### Action Step 1

The following instructional strategies will be utilized to support students to improve their Writing skills: Reading Response Journal will be kept by every Reading/Language Arts teacher. Dialogue Journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

### Person or Persons Responsible

Classroom Teachers, the LLT along with the ESOL Coordinator will monitor the implementation of identified strategies.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

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

Administration, ESOL Coordinator and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G1.B7.S1**

Administration, Reading Coach, ESOL Coordinator and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators, Reading Coach, ESOL Coordinator and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring levels 3.5-6 on the Writing Assessments by 4 percentage points from 58% to 62%.

**G2.B1** Our Writing goal for the 2013-2014 school year is to increase the amount of 4th grade students scoring level 3.5 or above on the FCAT 2.0 Writing Assessment by 4 percentage points from 58% to 61%.

**G2.B1.S1** Teachers will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.0.

### **Action Step 1**

A Professional Development titled "Writing Across the Curriculum" will be provided to teachers

#### **Person or Persons Responsible**

K-8th grade teachers

#### **Target Dates or Schedule**

August 15, 2013

#### **Evidence of Completion**

Professional Development Sign-in Sheets

#### **Facilitator:**

Nataly Parra, Principal

#### **Participants:**

K-8th grade teachers

### **Action Step 2**

The following instructional strategies will be utilized to support effective arguments: • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Biweekly Assessments and District Interim Data reports Summative Assessment – Results of the 2014 FCAT Writing 2.0

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G2.B2** Our Writing goal for the 2013-2014 school year is to increase the amount of 8th grade students scoring level 3.5 or above on the FCAT Writing Assessment by 4 percentage points from 58% to 61%.

**G2.B2.S1** Teachers will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.0.

### **Action Step 1**

The following instructional strategies will be utilized to support effective arguments: • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated prompts, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

#### **Facilitator:**

Nataly Parra

#### **Participants:**

8th Grade Writing Teachers

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G2.B2.S1

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Mathematics by 3 percentage points from 68% to 71%.

**G3.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Mathematics FCAT 2.0 by 3 percentage points from 29% to 32% .

**G3.B1.S1** Teacher will provide students will all necessary resources and strategies to improve their Mathematics Skills.

### Action Step 1

Teachers will be attending a Professional Development titled "Modeling Equations".

#### Person or Persons Responsible

Middle School Mathematics Teachers

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Nataly Parra

#### Participants:

Middle School Mathematics Teachers



**Action Step 2**

Students need to be exposed to grade-level appropriate opportunities to make sense of problems and persevere in solving them, taking advantage on learning opportunities in adjust instruction appropriately to meet their needs. Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Students will engage in daily journals to elaborate. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging activities will be developed to increase complexity each week. Once a month students will analyze, construct and draw conclusions about data displayed in frequency tables, bar graphs, pictographs an/or line plots to demonstrate mastery.

**Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

**Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

**Evidence of Completion**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Mathematics Test

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

Administration will monitor fidelity of implementation through daily walkthroughs.

**Person or Persons Responsible**

Classroom Teachers, the LLT along with Administration will monitor the implementation of identified strategies.

**Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

**Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### Plan to Monitor Effectiveness of G3.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G3.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the Mathematics FCAT 2.0 by 1 percentage point from 35% to 36%.

**G3.B2.S1** Teachers will provide students with all necessary strategies and tools to maintain proficiency levels on the Mathematics FCAT 2.0

#### Action Step 1

Teachers will be attending a Professional Development titled "Implementing the New Common Core Standards".

#### Person or Persons Responsible

All Mathematics Teachers

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Nataly Parra, Principal

#### Participants:

All Mathematics Teachers

## Action Step 2

The following instructional strategies will be utilized to support students that achieved level 4 and above on the Mathematics FCAT 2.0. • According to the results of the 2013 FACT 2.0, students in Grades 3 & 4 experienced difficulty in Reporting Category 1, Number: Operations, and Problems. Students need to be exposed to grade-level appropriate opportunities to make sense of problems in persevere in solving them, taking advantage on learning opportunities in adjust instruction appropriately to meet their needs. Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Students will engage in daily journals to elaborate. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging activities will be developed to increase complexity each week. Once a month students will analyze, construct and draw conclusions about data displayed in frequency tables, bar graphs, pictographs an/or line plots to demonstrate mastery. • According to the results of the 2013 FACT 2.0, students in Grade 5 experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts. A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions. • Students in Grade 6 have limited opportunities to discuss and write about Mathematics. Engage students in journaling and discussion activities that center around such questions as why and how. Develop daily opportunities for students to write and speak about Mathematics operations in a real world context. • According to the result of the 2013 FCAT 2.0, students in Grade 7 experience difficulty in Reporting Category-Ratios and Proportional Relationships. Develop students' ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-alouds and daily journaling activities so that students can record their ideas including forming mental pictures, connecting information to prior knowledge and elaborating on thoughts processes. • Students in Grade 8 exhibited difficulty Reporting Category-Expressions, Equations and Functions. Teachers will provide students with increased opportunities to use multiple representations to translate and model multi-step real world application problems involving expressions, equations and functions. Students will share models informally at least once a month.

### Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 Mathematics FCAT.

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G3.B2.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G3.B3** Our goal for the 2013-2014 school year is to increase the percentage rate of all students making learning gains on the Mathematics FCAT 2.0 by 2 percentage points from 84% to 86%.

**G3.B3.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 1: Number: Operations, Problems, and Statistics.

### **Action Step 1**

The following instructional strategies will be utilized to support Reporting Category 1- Number, Operations, Problems, and Statistics: • Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Mathematics Test

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G3.B3.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G4.** Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving proficiency levels on the EOC Algebra I by 100%.

**G4.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the EOC Algebra I assessment by 2 percentage points from 13% to 15%.

**G4.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.

### **Action Step 1**

The following instructional strategies will be utilized to support Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics:

- Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.
- Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems.
- Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

#### **Facilitator:**

Nataly Parra

#### **Participants:**

Middle School Mathematics Teachers

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G4.B1.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.



**G4.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the EOC Algebra I assessment by 3 percentage points from 87% to 90%.

**G4.B2.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Functions, Linear Equations, and Inequalities.

### **Action Step 1**

The following instructional strategies will be utilized to support Reporting Category-Functions, Linear Equations, and Inequalities. • Provide opportunities for the students to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. • Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G4.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G5.** Our goal for the 2013-2014 is to increase the percentage rate of students participating in Middle School Accelerated classes by 5 percentage points from 50% to 55% and to maintain the percent of students achieving proficiency levels by 100%.

**G5.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in Middle School Acceleration courses by 5 percentage points from 50% to 55%.

**G5.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.

### Action Step 1

The following instructional strategies will be utilized to support Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics: • Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. • Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems. • Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

### Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Mathematics Test.

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G5.B1.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G5.B2** Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving performance levels Middle School Acceleration courses by 100%.

**G5.B2.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category -Linear Equations and Inequalities

### **Action Step 1**

The following instructional strategies will be utilized to support Reporting Category-Functions, Linear Equations, and Inequalities. • Provide opportunities for the students to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. • Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G5.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G6.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 5th grade achieving proficiency levels in Science by 3 percentage points from 47% to 50%.

**G6.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of 5th grade students achieving level 3 on the FCAT 2.0 by 4 percentage points from 30% to 34%.

**G6.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category-The Nature of Science.

### Action Step 1

Teachers will be attending a Professional Development titled "Hands-on Activities".

#### Person or Persons Responsible

All Mathematics Teachers

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Nataly Parra, Principal

#### Participants:

All Science Teachers

**Action Step 2**

The following instructional strategies will be utilized to support Reporting Category-The Nature of Science: Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. Students will increase rigor in their writing based on hands on activities and lab reports with particular emphasis on Life Science. They will use evidence and reasoning to support conclusions in Science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in Science. By increasing the rigor in Science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. Journals will be utilized daily to explore current issues in Science. Teacher will attend PD in writing with evidence. Student generated conclusions will be evaluated using teachers' rubrics.

**Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

**Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

**Evidence of Completion**

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

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

Administration will monitor fidelity of implementation through daily walkthroughs.

**Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

**Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

**Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G6.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G6.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of 5th grade students achieving level 4 and above on the FCAT 2.0 by 2 percentage points from 17% to 19%.

**G6.B2.S1** Teachers will provide students with all necessary resources, tools, strategies and hands on activities to help them maintain proficiency levels.

### Action Step 1

The following instructional strategies will be utilized to support students: Teachers will provide opportunities for students to engage in peer-to-peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in Science. 5th Grade teachers will work with students to identify community issues that can be addressed through service learning. They will identify cross curricular connections and develop rubrics to evaluate projects. Project-based learning PD will be offered for all teachers.

### Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G6.B2.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.



**G7.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 8th grade achieving proficiency levels in Science by 3 percentage points from 55% to 58%.

**G7.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of 8th grade students achieving level 3 on the FCAT 2.0 by 3 percentage points from 34% to 37%.

**G7.B1.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Life Science.

### **Action Step 1**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Action Step 2**

Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Life Science. • Students will increase rigor in their writing based on hands on activities and lab reports with particular emphasis on Life Science. They will use evidence and reasoning to support conclusions in Science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in Science. • By increasing the rigor in Science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. • Journals will be utilized daily to explore current issues in Science. Teacher will attend PD in writing with evidence. Student generated conclusions will be evaluated using teachers' rubrics.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

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

Administration and the Leadership Team will monitor fidelity of implementation through daily walkthroughs and review of lab reports.

#### **Person or Persons Responsible**

The Leadership Team will review lab reports and conclusions at biweekly grade level meetings.

#### **Target Dates or Schedule**

Daily classroom walkthroughs and periodically review of lab reports will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports, lab reviews and Formal Observations.

### **Plan to Monitor Effectiveness of G7.B1.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G7.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of 8th grade students achieving level 4 and above on the FCAT 2.0 by 1 percentage point from 21% to 22%.

**G7.B2.S1** Teachers will provide students with all necessary resources, tools, strategies and hands on activities to help them maintain proficiency levels.

### **Action Step 1**

The following instructional strategies will be utilized to support students: Teachers will provide opportunities for students to engage in peer-to-peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in Science. 8th Grade teachers will work with students to identify community issues that can be addressed through service learning. They will identify cross curricular connections and develop rubrics to evaluate projects. Project-based learning PD will be offered for all teachers.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

### **Action Step 2**

The following instructional strategies will be utilized to support students: Teachers will provide opportunities for students to engage in peer-to-peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in Science. 8th Grade teachers will work with students to identify community issues that can be addressed through service learning. They will identify cross curricular connections and develop rubrics to evaluate projects. Project-based learning PD will be offered for all teachers.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 FCAT 2.0 Science assessment

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G7.B2.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G8.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

**G8.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.

**G8.B1.S1** Teachers will provide students with all resources and tools to be actively engaged in Project Based Learning in STEM.

### **Action Step 1**

A Professional Development titled "Project Based Learning" will be provided to all teachers.

#### **Person or Persons Responsible**

All Middle School Teachers

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**

Professional Development Sign-in Sheets

#### **Facilitator:**

Nataly Parra, Principal

#### **Participants:**

All Middle School Teachers

### **Action Step 2**

The following instructional strategies will be utilized to expose students in more STEM experiences: - Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions. -STEM Teachers will look for increased participation in school site STEM competitions that serve as a selection process for the district STEM competitions.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: District Interim Data will be used to monitor students' progress.

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

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G8.B1.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G8.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in different STEM activities by 10 percentage points from 0% to 10%.

**G8.B2.S1** Teachers will provide students with all necessary resources, tools, strategies and hands on activities to help them be actively involved in STEM activities.

### **Action Step 1**

The following instructional strategies will be utilized to support students: -We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

#### **Person or Persons Responsible**

STEM teachers, Administrators, and the Leadership Team.

#### **Target Dates or Schedule**

On a biweekly basis Administration and the Leadership Team will meet to discuss and monitor STEM activities and students' participation.

#### **Evidence of Completion**

Projects and students' generated work from STEM activities.

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

The STEM team and/or administrators will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment and participation data.

#### **Target Dates or Schedule**

Participation Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative District Interim Assessment data.

## Plan to Monitor Effectiveness of G8.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies and participation data.

### Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment and participation data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G9.** Our Social Studies goal for the 2013-2014 school year is to achieve 50% proficiency levels on the Civics EOC.

**G9.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring proficiency levels on the Civics Baseline Assessment by 50 percentage points from 0% to 50%.

**G9.B1.S1** Teachers will provide all needed resources, tools and strategies to students to help them achieve proficiency levels.

### Action Step 1

Teachers will be attending a Professional Development titled "Differentiated Instruction"

#### Person or Persons Responsible

Social Studies Teachers

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Nataly Parra, Principal

#### Participants:

All Social Studies teachers



## Action Step 2

The following instructional strategies will be utilized to support students: Develop student understanding of the content-specific civics vocabulary. Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of 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 and Help students provide alternate solutions to the problems researched. Students will produce project based activities and participate in peer reviews using class developed rubrics.

### Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Formative: Biweekly assessments and District Interim Data reports. Summative: Results from the 2014 Civics EOC.

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

Administration will monitor fidelity of implementation through daily walkthroughs.

### Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

### Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

### Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G9.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G10.** Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10%.

**G10.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.

**G10.B1.S1** Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE courses.

### Action Step 1

A Professional Development titled " Incorporating Technology on a daily basis".

#### Person or Persons Responsible

All Middle School Teachers

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Nataly Parra, Principal

#### Participants:

All Middle School Teachers

## **Action Step 2**

The following strategies will be utilized to increase the percentage of students enrolled in CTE courses: Counselor will conduct self-assessment of career academies. Encourage articulation of middle and high school feeder pattern programs. Promote CTE awareness through activities such as Career Fairs and CTE Month in February 2014.

### **Person or Persons Responsible**

Classroom Teachers, Administrators, and LLT will review and analyze the results of the self-assessments to provide students with CTE courses based on their interests and expectations.

### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Self-assessment results and enrollment of students in accelerated CTE courses

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

Administration and Counselor will monitor fidelity of implementation through the review of data involving the enrollment of students in CTE courses.

### **Person or Persons Responsible**

Administration and counselor will monitor fidelity of implementation.

### **Target Dates or Schedule**

Administration and Counselor will monitor the fidelity of the strategies being implemented by the review of enrollment data.

### **Evidence of Completion**

Enrollment data of students in CTE courses

## **Plan to Monitor Effectiveness of G10.B1.S1**

Administration and The Leadership Team will analyze students' data in self-assessments and enrollment data to monitor for effectiveness.

### **Person or Persons Responsible**

Administration and The Leadership Team

### **Target Dates or Schedule**

Results of self-assessments will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G10.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of CTE students enrolled in accelerated courses by 10 percentage points from 0% to 10%.

**G10.B2.S1** Administration and School Counselor will develop strategies to increase the percentage of students enrolled in accelerated courses.

### **Action Step 1**

The following strategies will be utilized to increase the percentage of students enrolled in accelerated courses: -More accelerated courses will be available and offered to students. -Counselor will meet with students and parents to explain the different courses that will be offered to students.

#### **Person or Persons Responsible**

Counselor

#### **Target Dates or Schedule**

Counselor will meet with parents and students twice a year to provide them with useful information regarding the different accelerated courses that will be offered.

#### **Evidence of Completion**

Sign-in sheets

### **Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Administration and the Leadership Team will monitor the process of scheduling and preparing the meetings for parents and students. Administration and the Leadership Team will also monitor the data involving the enrollment of students in accelerated courses.

#### **Person or Persons Responsible**

Administration and the Leadership Team will monitor for fidelity of implementation.

#### **Target Dates or Schedule**

Administration and the Leadership Team will monitor the fidelity of the strategies being implemented by the review of enrollment data.

#### **Evidence of Completion**

Enrollment data of students in accelerated courses.

## Plan to Monitor Effectiveness of G10.B2.S1

Administration and The Leadership Team will analyze enrollment data to monitor for effectiveness.

### Person or Persons Responsible

Administration and the Leadership Team

### Target Dates or Schedule

Results of self-assessments will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G10.B3** Our goal for the 2013-2014 school year is to increase the percentage rate of students taking CTE exams by 10 percentage points from 0% to 10%.

**G10.B3.S1** Teachers will provide students with strategies to meet the necessary standards to take and pass CTE exams.

### Action Step 1

The following instructional strategies will be utilized to help students take and pass CTE exams: - Students will be exposed to hands on activities. -Students will also be exposed to Higher Order Thinking Questions. -Students will be provided with Saturday Academy and extended learning day.

### Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Results of CTE exams

### **Plan to Monitor Fidelity of Implementation of G10.B3.S1**

Administration will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G10.B3.S1**

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G10.B4** Our goal for the 2013-2014 school year is to increase the percentage rate of teachers holding industry certifications by 15 percentage points from 0% to 15%.

**G10.B4.S1** Administration will provide teachers with all necessary support to obtain industry certifications.

### **Action Step 1**

The following strategies will be implemented to support teachers to obtain industry certifications: • We will provide release time for PD opportunities at school site for CTE teachers on CCSS Literacy Stands for Technical Subjects which were limited in previous years. Reading Coach will facilitate lesson study for developing cross-curricular CCSS lessons. • Leadership Team will create expectations and monitoring timeline for integration of CCSS into CTE instruction.

#### **Person or Persons Responsible**

Classroom Teachers, Administration and the Leadership Team

#### **Target Dates or Schedule**

Strategies will be reviewed during biweekly Leadership Team meetings

#### **Evidence of Completion**

Teachers' industry certifications

### **Plan to Monitor Fidelity of Implementation of G10.B4.S1**

Administration, the Leadership Team and Reading Coach will monitor fidelity of implementation through the review of the Professional Development(s) sign-in sheets.

#### **Person or Persons Responsible**

Administration, the Leadership Team and Reading Coach.

#### **Target Dates or Schedule**

On a monthly basis the the Leadership Team will meet to monitor the progress of teachers in obtaining their industry certifications.

#### **Evidence of Completion**

Professional Development(s) sign-in sheets and Sign-in sheets of meetings.

## Plan to Monitor Effectiveness of G10.B4.S1

Administration will meet with teachers to discuss status of their industry certifications.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Administration will meet periodically with teachers to ensure that they are effectively following all steps in order to obtain their industry certifications.

### Evidence of Completion

Sign in sheets of meetings

**G10.B5** Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE program concentrators by 15 percentage points from 0% to 15%.

**G10.B5.S1** Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE program concentrators.

### Action Step 1

The following strategies will be utilized to increase the percentage of students enrolled in CTE program concentrators: -More CTE program concentrators courses will be available and offered to students. -Counselor will meet with students and parents to explain the different courses that will be offered to students.

### Person or Persons Responsible

Counselor

### Target Dates or Schedule

Counselor will meet with parents and students twice a year to provide them with useful information regarding the different CTE program concentrators courses that will be offered.

### Evidence of Completion

Sign-in sheets



### **Plan to Monitor Fidelity of Implementation of G10.B5.S1**

Administration and the Leadership Team will monitor the process of scheduling and preparing the meetings for parents and students. Administration and the Leadership Team will also monitor the data involving the enrollment of students in CTE program concentrators.

#### **Person or Persons Responsible**

Administration and the Leadership Team will monitor for fidelity of implementation.

#### **Target Dates or Schedule**

Administration and the Leadership Team will monitor the fidelity of the strategies being implemented by the review of enrollment data.

#### **Evidence of Completion**

Enrollment data of students in CTE program concentrators.

### **Plan to Monitor Effectiveness of G10.B5.S1**

Administration and The Leadership Team will analyze enrollment data to monitor for effectiveness.

#### **Person or Persons Responsible**

Administration and the Leadership Team.

#### **Target Dates or Schedule**

Enrollment data will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G11.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Elementary Students with attendance, discipline and behavior problem by 3 percentage points.

**G11.B1** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.

**G11.B1.S1** School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

### **Action Step 1**

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency.

#### **Person or Persons Responsible**

Counselor, The Leadership Team, EESAC Committee, Assistant Principal, Teachers

#### **Target Dates or Schedule**

On a monthly basis the attendance bulletin will be reviewed to analyze the students that are consistently absent.

#### **Evidence of Completion**

Monthly Attendance Bulletin

#### **Facilitator:**

Sherisse Matos, Counselor

#### **Participants:**

All Teachers

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

Administration and Counselor will monitor fidelity of implementation through daily attendance reports .

#### **Person or Persons Responsible**

Administration and Counselor

#### **Target Dates or Schedule**

Daily attendance bulletin will be analyzed to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Monthly Attendance Bulletin

## **Plan to Monitor Effectiveness of G11.B1.S1**

Administration, Counselor and The Leadership Team will analyze attendance reports to monitor effective use of teaching strategies.

### **Person or Persons Responsible**

Administrators, Counselor and LLT will review attendance data and make recommendations based on reports.

### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G11.B2** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students retained by 1 percentage point from 4% to 3%.

**G11.B2.S1** Teachers will provide students with all necessary strategies and tools to help them achieve grade level standards.

### **Action Step 1**

The following instructional strategies will be utilized to help students achieve grade level standards: - Students will receive daily interventions based on their individual needs. -Differentiated Instruction will be provided to target all students' needs. -Students performing below grade level will be monitored through PMP(s).

### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G11.B2.S1**

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G11.B3** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who are not proficient in reading by 3rd grade by 5 percentage points from 53% to 48%.

**G11.B3.S1** Teachers will provide students with all necessary strategies, resources and tools to help them improve their reading skills.

### **Action Step 1**

The following instructional strategies will be utilized to help students achieve Reading proficiency levels: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

### **Facilitator:**

Sofia Solis, Reading Coach

### **Participants:**

All Reading Teachers

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G11.B3.S1**

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G11.B4** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students with 2 or more behavior referrals/one or more that lead to suspension by 1 percentage point from 2% to 1%.

**G11.B4.S1** Teachers will provide students with all necessary tools, strategies and resources to decrease the percentages of behavior referrals.

### **Action Step 1**

The following strategies will be utilized to help decrease the percentages of behavior referrals: -The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for outstanding citizenship. -Peer meditation teams will be developed as a means of assisting with conflict resolution.

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, Counselor and LLT will review data and make recommendations based on students' behavioral situations.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

SCMR(s)

### **Plan to Monitor Fidelity of Implementation of G11.B4.S1**

Administration and Counselor will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Counselor and LLT will review walkthroughs reports to make recommendations based on behavioral observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G11.B4.S1

Administration, Counselor and The Leadership Team will analyze students' progress to monitor effective use of strategies.

### Person or Persons Responsible

Administrators, Counselor and LLT will review SCMR (s) data and make recommendations based on students' behavioral situations.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G12.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Middle School Students with attendance, discipline and behavior problem by 3 percentage points.

**G12.B1** Our goal for the 2013-2014 school year is to decrease the percentage rate of Middle School students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.

**G12.B1.S1** School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

### Action Step 1

Teachers will attend a Professional Development titled "Truancy Prevention".

#### Person or Persons Responsible

All Middle School Teachers

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

Professional Development Sign-in Sheets

#### Facilitator:

Nataly Parra, Principal

#### Participants:

All Middle School Teachers



## Action Step 2

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency.

### Person or Persons Responsible

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

### Target Dates or Schedule

On a monthly basis the attendance bulletin will be reviewed to analyze the students that are consistently absent.

### Evidence of Completion

Monthly Attendance Bulletin

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

Administration and Counselor will monitor fidelity of implementation through daily attendance reports .

### Person or Persons Responsible

Administration and Counselor

### Target Dates or Schedule

Daily attendance bulletin will be analyzed to monitor the fidelity of the strategies being implemented.

### Evidence of Completion

Monthly Attendance Bulletin

## Plan to Monitor Effectiveness of G12.B1.S1

Administration, Counselor and The Leadership Team will analyze attendance reports to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, Counselor and LLT will review attendance data and make recommendations based on reports.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G12.B2** Our goal for the 2013-2014 school year is to decrease the percentage rate of Middle School students failing courses as noted in data by 1 percentage point from 1% to 0%.

**G12.B2.S1** Teachers will provide students with strategies to meet the necessary grade level standards to be promoted to the next grade level.

### **Action Step 1**

The following instructional strategies will be utilized to help students achieve grade level standards: - Students will receive daily interventions based on their individual needs. -Differentiated Instruction will be provided to target all students' needs. -Students performing below grade level will be monitored through PMP(s).

#### **Person or Persons Responsible**

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT and EOC Assessments

### **Plan to Monitor Fidelity of Implementation of G12.B2.S1**

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

## Plan to Monitor Effectiveness of G12.B2.S1

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

### Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

**G12.B3** Our goal for the 2013-2014 school year is to maintain the percentage rate of Middle School students receiving one or more behavior referrals from 1% to 1%.

**G12.B3.S1** Teachers will provide students with all necessary tools, strategies and resources to decrease the percentages of behavior referrals.

### Action Step 1

The following strategies will be utilized to help decrease the percentages of behavior referrals: -The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for outstanding citizenship. -Peer meditation teams will be developed as a means of assisting with conflict resolution.

### Person or Persons Responsible

Classroom Teachers, Administrators, Counselor and LLT will review data and make recommendations based on students' behavioral situations.

### Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

### Evidence of Completion

SCMR(s)

### **Plan to Monitor Fidelity of Implementation of G12.B3.S1**

Administration and Counselor will monitor fidelity of implementation through daily walkthroughs.

#### **Person or Persons Responsible**

Administrators, Counselor and LLT will review walkthroughs reports to make recommendations based on behavioral observations.

#### **Target Dates or Schedule**

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

#### **Evidence of Completion**

Weekly Walkthroughs Reports and Formal Observations.

### **Plan to Monitor Effectiveness of G12.B3.S1**

Administration, Counselor and The Leadership Team will analyze students' progress to monitor effective use of strategies.

#### **Person or Persons Responsible**

Administrators, Counselor and LLT will review SCMR (s) data and make recommendations based on students' behavioral situations.

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

## 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. The school will schedule 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 and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Lincoln-Marti Charter School, Little Havana 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 Dropout Prevention Programs.

#### Title II

The district uses supplemental funds for improving basic educational needs as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs such as Reading, Gifted, and 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

Title III funds are used to supplement and enhance the programs for English Language learners (ELL) and immigrant students by providing funds to implement and provide:

- Reading and supplementary instructional materials
- Waterford Connection and KidBiz (hardware and software) for the development of language and literacy

skills in reading, mathematics, and science.

#### Title X- Homeless

- The Homeless Assistance Programs seeks to ensure a successful educational experience for homeless children by collaborating with parent, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assist with the identification enrollment, attendance, and transportation of homeless students.
- The Homeless liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated as their status of homeless- and are provided with entitlements.

Projects Upstart provides a homeless sensitivity an awareness campaign throughout all the schools.

#### Supplemental Academic Instruction (SAI)

Lincoln Marti Charter School will receive funding from the 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 TRUST specialist.
- Training for technical assistance for elementary and middle school teachers, administrators, counselors/ TRUST specialist.

#### Nutrition Programs

1. Lincoln Marti Charter Schools Adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state Stature is taught through physical education.
3. The School Food Service, school breakfast, school lunch and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area 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 school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Our Reading goal for the 2013-2014 school year is to increase the percentage of students Reading at or above grade level by 3 percentage points from 57% to 60%.

**G1.B1** Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 28% to 31%.

**G1.B1.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Vocabulary.

### PD Opportunity 1

Teachers will attend a Reading Professional Development about "Developing Exemplary Lessons".

#### Facilitator

Sofia Solis, Reading Coach

#### Participants

All Reading Teachers

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Sign-in Sheets

**G1.B2** Our goal for the 2013-2014 school year is to increase the amount of students scoring level 4 and above on the FCAT 2.0 Reading by 1 percentage point from 23% to 24%.

**G1.B2.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text and Research Process.

**PD Opportunity 1**

Teachers will be attending a Professional Development titled "Implementing the new Reading materials Wonders by McGrallHill"

**Facilitator**

Sofia Solis, Reading Coach

**Participants**

All Reading Teachers

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Professional Development Sign-in Sheets



**G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring levels 3.5-6 on the Writing Assessments by 4 percentage points from 58% to 62%.

**G2.B1** Our Writing goal for the 2013-2014 school year is to increase the amount of 4th grade students scoring level 3.5 or above on the FCAT 2.0 Writing Assessment by 4 percentage points from 58% to 61%.

**G2.B1.S1** Teachers will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.0.

**PD Opportunity 1**

A Professional Development titled "Writing Across the Curriculum" will be provided to teachers

**Facilitator**

Nataly Parra, Principal

**Participants**

K-8th grade teachers

**Target Dates or Schedule**

August 15, 2013

**Evidence of Completion**

Professional Development Sign-in Sheets

**G2.B2** Our Writing goal for the 2013-2014 school year is to increase the amount of 8th grade students scoring level 3.5 or above on the FCAT Writing Assessment by 4 percentage points from 58% to 61%.

**G2.B2.S1** Teachers will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.0.

### **PD Opportunity 1**

The following instructional strategies will be utilized to support effective arguments: • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

#### **Facilitator**

Nataly Parra

#### **Participants**

8th Grade Writing Teachers

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated prompts, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Mathematics by 3 percentage points from 68% to 71%.

**G3.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Mathematics FCAT 2.0 by 3 percentage points from 29% to 32% .

**G3.B1.S1** Teacher will provide students will all necessary resources and strategies to improve their Mathematics Skills.

### **PD Opportunity 1**

Teachers will be attending a Professional Development titled "Modeling Equations".

#### **Facilitator**

Nataly Parra

#### **Participants**

Middle School Mathematics Teachers

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**

Professional Development Sign-in Sheets

**G3.B2** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the Mathematics FCAT 2.0 by 1 percentage point from 35% to 36%.

**G3.B2.S1** Teachers will provide students with all necessary strategies and tools to maintain proficiency levels on the Mathematics FCAT 2.0

### **PD Opportunity 1**

Teachers will be attending a Professional Development titled "Implementing the New Common Core Standards".

#### **Facilitator**

Nataly Parra, Principal

#### **Participants**

All Mathematics Teachers

#### **Target Dates or Schedule**

October 2013

#### **Evidence of Completion**

Professional Development Sign-in Sheets

**G4.** Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving proficiency levels on the EOC Algebra I by 100%.

**G4.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the EOC Algebra I assessment by 2 percentage points from 13% to 15%.

**G4.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.

### **PD Opportunity 1**

The following instructional strategies will be utilized to support Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics:

- Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.
- Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems.
- Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

#### **Facilitator**

Nataly Parra

#### **Participants**

Middle School Mathematics Teachers

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

**G6.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 5th grade achieving proficiency levels in Science by 3 percentage points from 47% to 50%.

**G6.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of 5th grade students achieving level 3 on the FCAT 2.0 by 4 percentage points from 30% to 34%.

**G6.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category-The Nature of Science.

**PD Opportunity 1**

Teachers will be attending a Professional Development titled "Hands-on Activities".

**Facilitator**

Nataly Parra, Principal

**Participants**

All Science Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Professional Development Sign-in Sheets

**G8.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

**G8.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.

**G8.B1.S1** Teachers will provide students with all resources and tools to be actively engaged in Project Based Learning in STEM.

**PD Opportunity 1**

A Professional Development titled "Project Based Learning" will be provided to all teachers.

**Facilitator**

Nataly Parra, Principal

**Participants**

All Middle School Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Professional Development Sign-in Sheets

**G9.** Our Social Studies goal for the 2013-2014 school year is to achieve 50% proficiency levels on the Civics EOC.

**G9.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring proficiency levels on the Civics Baseline Assessment by 50 percentage points from 0% to 50%.

**G9.B1.S1** Teachers will provide all needed resources, tools and strategies to students to help them achieve proficiency levels.

**PD Opportunity 1**

Teachers will be attending a Professional Development titled "Differentiated Instruction"

**Facilitator**

Nataly Parra, Principal

**Participants**

All Social Studies teachers

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Professional Development Sign-in Sheets



**G10.** Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10%.

**G10.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.

**G10.B1.S1** Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE courses.

**PD Opportunity 1**

A Professional Development titled " Incorporating Technology on a daily basis".

**Facilitator**

Nataly Parra, Principal

**Participants**

All Middle School Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Professional Development Sign-in Sheets

**G11.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Elementary Students with attendance, discipline and behavior problem by 3 percentage points.

**G11.B1** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.

**G11.B1.S1** School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

### **PD Opportunity 1**

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency.

#### **Facilitator**

Sherisse Matos, Counselor

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

On a monthly basis the attendance bulletin will be reviewed to analyze the students that are consistently absent.

#### **Evidence of Completion**

Monthly Attendance Bulletin

**G11.B3** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who are not proficient in reading by 3rd grade by 5 percentage points from 53% to 48%.

**G11.B3.S1** Teachers will provide students with all necessary strategies, resources and tools to help them improve their reading skills.

### **PD Opportunity 1**

The following instructional strategies will be utilized to help students achieve Reading proficiency levels: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

#### **Facilitator**

Sofia Solis, Reading Coach

#### **Participants**

All Reading Teachers

#### **Target Dates or Schedule**

Data and strategies will be reviewed during biweekly Leadership Team meetings.

#### **Evidence of Completion**

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

**G12.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Middle School Students with attendance, discipline and behavior problem by 3 percentage points.

**G12.B1** Our goal for the 2013-2014 school year is to decrease the percentage rate of Middle School students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.

**G12.B1.S1** School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

**PD Opportunity 1**

Teachers will attend a Professional Development titled "Truancy Prevention".

**Facilitator**

Nataly Parra, Principal

**Participants**

All Middle School Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Professional Development Sign-in Sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring levels 3.5-6 on the Writing Assessments by 4 percentage points from 58% to 62%.	\$12,144
G3.	Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Mathematics by 3 percentage points from 68% to 71%.	\$25,099
G6.	Our Science goal for the 2013-2014 school year is to increase the percentage of students in 5th grade achieving proficiency levels in Science by 3 percentage points from 47% to 50%.	\$11,435
G7.	Our Science goal for the 2013-2014 school year is to increase the percentage of students in 8th grade achieving proficiency levels in Science by 3 percentage points from 55% to 58%.	\$6,072
G8.	Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.	\$32,194
G9.	Our Social Studies goal for the 2013-2014 school year is to achieve 50% proficiency levels on the Civics EOC.	\$5,000
G10.	Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10%.	\$32,356
G11.	Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Elementary Students with attendance, discipline and behavior problem by 3 percentage points.	\$4,000
G12.	Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Middle School Students with attendance, discipline and behavior problem by 3 percentage points.	\$2,000
Total		\$130,300

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Technology	Professional Development	Evidence-Based Program	Total
Title I	\$4,000	\$43,315	\$32,194	\$34,356	\$0	\$113,865
General Funds	\$0	\$5,000	\$0	\$0	\$0	\$5,000
Title I, General Funds	\$0	\$0	\$0	\$0	\$11,435	\$11,435
Total	\$4,000	\$48,315	\$32,194	\$34,356	\$11,435	\$130,300

### Budget Details

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

**G1.** Our Reading goal for the 2013-2014 school year is to increase the percentage of students Reading at or above grade level by 3 percentage points from 57% to 60%.

**G1.B1** Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 28% to 31%.

**G1.B1.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Vocabulary.

### **Action Step 2**

The following instructional strategies will be utilized to support Reporting Category 1 Vocabulary: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Crosswalk, Buckle Down, Jumpstart, Ladders to Success, Florida Coach, McGrall Hill Wonders, McGrall Hill Wonderworks, Reading Interventions

#### **Funding Source**

General Funds

#### **Amount Needed**

\$0

**G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring levels 3.5-6 on the Writing Assessments by 4 percentage points from 58% to 62%.

**G2.B1** Our Writing goal for the 2013-2014 school year is to increase the amount of 4th grade students scoring level 3.5 or above on the FCAT 2.0 Writing Assessment by 4 percentage points from 58% to 61%.

**G2.B1.S1** Teachers will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.0.

### **Action Step 2**

The following instructional strategies will be utilized to support effective arguments: • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Buckle Down Writing, Skills Coach Write it, Florida Coach Writing

#### **Funding Source**

Title I

#### **Amount Needed**

\$6,072

**G2.B2** Our Writing goal for the 2013-2014 school year is to increase the amount of 8th grade students scoring level 3.5 or above on the FCAT Writing Assessment by 4 percentage points from 58% to 61%.

**G2.B2.S1** Teachers will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.0.

### **Action Step 1**

The following instructional strategies will be utilized to support effective arguments: • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Buckle Down Writing, Florida Coach Writing, Skills Coach Write it

#### **Funding Source**

Title I

#### **Amount Needed**

\$6,072



**G3.** Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Mathematics by 3 percentage points from 68% to 71%.

**G3.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Mathematics FCAT 2.0 by 3 percentage points from 29% to 32% .

**G3.B1.S1** Teacher will provide students will all necessary resources and strategies to improve their Mathematics Skills.

### **Action Step 2**

Students need to be exposed to grade-level appropriate opportunities to make sense of problems and persevere in solving them, taking advantage on learning opportunities in adjust instruction appropriately to meet their needs. Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Students will engage in daily journals to elaborate. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging activities will be developed to increase complexity each week. Once a month students will analyze, construct and draw conclusions about data displayed in frequency tables, bar graphs, pictographs an/or line plots to demonstrate mastery.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Crosswalk, Buckle Down, Jumpstart, Ladders to Success, Florida Coach, Common Core Coach, Holt McDougal Go Math, Florida Achieves

#### **Funding Source**

Title I

#### **Amount Needed**

\$25,099

**G4.** Our goal for the 2013-2014 school year is to maintain the percentage rate of students achieving proficiency levels on the EOC Algebra I by 100%.

**G4.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the EOC Algebra I assessment by 2 percentage points from 13% to 15%.

**G4.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.

### **Action Step 1**

The following instructional strategies will be utilized to support Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics: • Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. • Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems. • Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Florida Coach, Ladders to Success, Jumpstart, Buckle Down, Everglades K-12

#### **Funding Source**

Title I

#### **Amount Needed**

\$0

**G6.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 5th grade achieving proficiency levels in Science by 3 percentage points from 47% to 50%.

**G6.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of 5th grade students achieving level 3 on the FCAT 2.0 by 4 percentage points from 30% to 34%.

**G6.B1.S1** Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category-The Nature of Science.

### **Action Step 2**

The following instructional strategies will be utilized to support Reporting Category-The Nature of Science: Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. Students will increase rigor in their writing based on hands on activities and lab reports with particular emphasis on Life Science. They will use evidence and reasoning to support conclusions in Science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in Science. By increasing the rigor in Science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. Journals will be utilized daily to explore current issues in Science. Teacher will attend PD in writing with evidence. Student generated conclusions will be evaluated using teachers' rubrics.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Crosswalk, Buckle Down, Jumpstart, Ladders to Success, Florida Coach, Common Core Coach, Gyzmos, E20, Florida Achieves

#### **Funding Source**

Title I, General Funds

#### **Amount Needed**

\$11,435

**G7.** Our Science goal for the 2013-2014 school year is to increase the percentage of students in 8th grade achieving proficiency levels in Science by 3 percentage points from 55% to 58%.

**G7.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of 8th grade students achieving level 3 on the FCAT 2.0 by 3 percentage points from 34% to 37%.

**G7.B1.S1** Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Life Science.

### **Action Step 2**

Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Life Science. • Students will increase rigor in their writing based on hands on activities and lab reports with particular emphasis on Life Science. They will use evidence and reasoning to support conclusions in Science journals and laboratory investigations as delineated by Common Core Standards. Journals will be utilized daily to explore current issues in Science. • By increasing the rigor in Science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. • Journals will be utilized daily to explore current issues in Science. Teacher will attend PD in writing with evidence. Student generated conclusions will be evaluated using teachers' rubrics.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Buckle Down Writing, Write Source, Skills Coach Write it, Florida Coach Writing

#### **Funding Source**

Title I

#### **Amount Needed**

\$6,072

**G8.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

**G8.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.

**G8.B1.S1** Teachers will provide students with all resources and tools to be actively engaged in Project Based Learning in STEM.

**Action Step 2**

The following instructional strategies will be utilized to expose students in more STEM experiences: - Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions. -STEM Teachers will look for increased participation in school site STEM competitions that serve as a selection process for the district STEM competitions.

**Resource Type**

Technology

**Resource**

Promethean Boards and Incentives

**Funding Source**

Title I

**Amount Needed**

\$32,194

**G9.** Our Social Studies goal for the 2013-2014 school year is to achieve 50% proficiency levels on the Civics EOC.

**G9.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring proficiency levels on the Civics Baseline Assessment by 50 percentage points from 0% to 50%.

**G9.B1.S1** Teachers will provide all needed resources, tools and strategies to students to help them achieve proficiency levels.

### **Action Step 2**

The following instructional strategies will be utilized to support students: Develop student understanding of the content-specific civics vocabulary. Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of 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 and Help students provide alternate solutions to the problems researched. Students will produce project based activities and participate in peer reviews using class developed rubrics.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Civics Materials and Civics EOC Preparation

#### **Funding Source**

General Funds

#### **Amount Needed**

\$5,000

**G10.** Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10%.

**G10.B1** Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.

**G10.B1.S1** Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE courses.

**Action Step 2**

The following strategies will be utilized to increase the percentage of students enrolled in CTE courses: Counselor will conduct self-assessment of career academies. Encourage articulation of middle and high school feeder pattern programs. Promote CTE awareness through activities such as Career Fairs and CTE Month in February 2014.

**Resource Type**

Professional Development

**Resource**

Professional Developments

**Funding Source**

Title I

**Amount Needed**

\$32,356

**G11.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Elementary Students with attendance, discipline and behavior problem by 3 percentage points.

**G11.B1** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.

**G11.B1.S1** School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

**Action Step 1**

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency.

**Resource Type**

Other

**Resource**

Truancy Prevention and Incentives for Positive Beaviors

**Funding Source**

Title I

**Amount Needed**

\$2,000



**G11.B3** Our goal for the 2013-2014 school year is to decrease the percentage rate of Elementary students who are not proficient in reading by 3rd grade by 5 percentage points from 53% to 48%.

**G11.B3.S1** Teachers will provide students with all necessary strategies, resources and tools to help them improve their reading skills.

**Action Step 1**

The following instructional strategies will be utilized to help students achieve Reading proficiency levels: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

**Resource Type**

Other

**Resource**

Truancy Prevention and Incentives for Positive Beaviors

**Funding Source**

Title I

**Amount Needed**

\$2,000

**G12.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentages of Middle School Students with attendance, discipline and behavior problem by 3 percentage points.

**G12.B1** Our goal for the 2013-2014 school year is to decrease the percentage rate of Middle School students who miss 10% or more of available Instructional Time by 1 percentage point from 20% to 19%.

**G12.B1.S1** School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

**Action Step 2**

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency.

**Resource Type**

Professional Development

**Resource**

Truancy Prevention, Incentives for Positive Behavior

**Funding Source**

Title I

**Amount Needed**

\$2,000