

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinecrest Cove Academy
4101 SW 107TH AVE
Miami, FL 33165
305-480-2097

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School Yes	Minority Rate 98%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11	2009-10
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pinecrest Cove Academy

Principal

Judith Marty / Susie Dopico

School Advisory Council chair

Lizeth Stephens

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

Name	Title
Susie Dopico	Principal
Vanessa Rodriguez	Assistant Principal/Test Chairperson
Lizeth Stephens	Instructional Coach/ELL Chairperson
Brigitte Donado	Grade Level Chairperson
Michelle Cabal	Grade Level Chairperson
Kathleen Rivera	Grade Level Chairperson
Marlene Sosa	Grade Level Chairperson
Jessica Medina	Grade Level Chairperson
Jenny Bazo	Grade Level Chairperson
Christina Espinoza	Grade Level Chairperson
Andrea Alcorta-Hasbun	SPED Chairperson
Eduardo Armenteros	School Psychologist
Ivy Obeso	Speech and Language Pathologist
Yanet Ruiz-Lacayo	School Counselor
Grace Gasset	Media Specialist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is composed of the principal – 1, and an appropriately balanced number of teachers – 5, education support employee – 1, middle school student – 1, parents – 6, and other business representative and community citizens – 3 who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC assists in the preparation, implementation, and evaluation of the School Improvement Plan. The SAC schedules and conducts meetings at the school to review all applicable student performance data in order to determine the students' needs and prioritizes them as well as recommends strategies to improve on those areas of need. The SAC regularly reviews reports dealing with 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. The SAC will give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review.

Activities of the SAC for the upcoming school year

The SAC is consistently involved in all areas related to providing high quality educational programs in a safe and secure setting. The SAC works together with the schools MTSS/RtI Team in preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. In setting objectives and performance projections, the SAC considers student data, parental input and concerns, faculty characteristics, and district and state requirements. These include: (a) analysis of testing data, (b) a focus of technology and how it can best be harnessed as a tool for all stakeholders, (c) the appropriate use of fundraising monies, (d) the effective use of professional development opportunity for faculty and staff. The School Climate Survey and Assessment Data are reviewed by the SAC to assess the needs for the 2013-2014 school year.

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

Saturday School Tutoring - In order to service those students who need intensive remediation, on grade level instruction, and above grade level enrichment, Saturday school will be made available to service the individual needs of all students (\$3,000.00). Attendance Incentives and Certificates - Used to motivate students to increase school attendance rate (\$250.00).

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Marty / Susie Dopico

Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

Ed. D.- Ed. Leadership,
 M.S.- Elementary Ed.,
 B.S.- Early Childhood Ed.,
 Certification in Educational
 Leadership,
 Elementary Ed. (1-6),
 Primary Ed. (K-3) and
 English for Speakers of Other Languages

Performance Record

2013 – School Grade = A
 Rdg. Proficiency, 82%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 82 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 86 points
 Math Imp. of Lowest 25% - 69 points
 Rdg. AMO – ___
 Math AMO – ___
 2012 – School Grade = A
 High Standards – Reading 79%
 High Standards – Math 76%
 High Standards – Writing 91%
 High Standards – Science 54%
 Learning Gains – Reading 79%
 Learning Gains – Math 78%
 Gains – Reading 25 73%
 Gains – Math 25 78%
 2011 – School Grade = A
 AYP = Y
 High Standards – Reading 90%
 High Standards – Math 87%
 High Standards – Writing 87%
 High Standards – Science 93%
 Learning Gains – Reading 73%
 Learning Gains – Math 62%
 Gains – Reading 25 71%
 Gains – Math 25 67%
 2010 – School Grade = A
 AYP = Y
 High Standards – Reading 90%
 High Standards – Math 92%
 High Standards – Writing 96%
 High Standards – Science 77%
 Learning Gains – Reading 82%
 Learning Gains – Math 76%
 Gains – Reading 25 83%
 Gains – Math 25 85%
 2009 – School Grade = A

AYP =Y

High Standards – Reading 87%

High Standards – Math 77%

High Standards – Writing 92%

High Standards – Science 34%

Learning Gains – Reading 80%

Learning Gains – Math 50%

Gains – Reading 25 84%

Gains – Math 25 55%

Vanessa Rodriguez

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

B.S.-Elementary Ed.,
M.S.-Ed. Media,
S.-Ed. Leadership,
Certification in Ed. Leadership,
Elementary Ed. (1-6) and
English for Speakers of Other Languages

Performance Record

2013 – School Grade = A
Rdg. Proficiency, 82%
Math Proficiency, 81%
Rdg. Lrg. Gains, 82 points
Math Lrg. Gains, 81 points
Rdg. Imp. of Lowest 25% - 86 points
Math Imp. of Lowest 25% - 69 points
Rdg. AMO – ___
Math AMO – ___
2012 – School Grade = A
High Standards – Reading 79%
High Standards – Math 76%
High Standards – Writing 91%
High Standards – Science 54%
Learning Gains – Reading 79%
Learning Gains – Math 78%
Gains – Reading 25 73%
Gains – Math 25 78%
2011 – School Grade = A
AYP = Y
High Standards – Reading 90%
High Standards – Math 87%
High Standards – Writing 87%
High Standards – Science 93%
Learning Gains – Reading 73%
Learning Gains – Math 62%
Gains – Reading 25 71%
Gains – Math 25 67%
2010 – School Grade = A
AYP = Y
High Standards – Reading 90%
High Standards – Math 92%
High Standards – Writing 96%
High Standards – Science 77%
Learning Gains – Reading 82%
Learning Gains – Math 76%
Gains – Reading 25 83%
Gains – Math 25 85%
2009 – School Grade = A
AYP =Y
High Standards – Reading 87%

High Standards – Math 77%
High Standards – Writing 92%
High Standards – Science 34%
Learning Gains – Reading 80%
Learning Gains – Math 50%
Gains – Reading 25 84%
Gains – Math 25 55%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lizeth Stephens

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Science

Credentials

B.S.-Elementary Ed.,
 Certification in Elementary Ed. (1-6) and
 English for Speakers of Other Languages

Performance Record

2013 – School Grade = A
 Rdg. Proficiency, 82%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 82 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 86 points
 Math Imp. of Lowest 25% - 69 points
 Rdg. AMO – ___
 Math AMO – ___

2012 – School Grade = A
 High Standards – Reading 82%
 High Standards – Math 73%
 High Standards – Writing 89%
 High Standards – Science 71%
 Learning Gains – Reading 73%
 Learning Gains – Math 66%
 Gains – Reading 25 83%
 Gains – Math 25 69%

2011 – School Grade = A
 AYP = Y
 High Standards – Reading 90%
 High Standards – Math 87%
 High Standards – Writing 87%
 High Standards – Science 93%
 Learning Gains – Reading 73%
 Learning Gains – Math 62%
 Gains – Reading 25 71%
 Gains – Math 25 57%

2010 – School Grade = A
 AYP = Y
 High Standards – Reading 90%
 High Standards – Math 92%
 High Standards – Writing 96%
 High Standards – Science 77%
 Learning Gains – Reading 82%
 Learning Gains – Math 76%
 Gains – Reading 25 83%
 Gains – Math 25 85%

2009 – School Grade = A
 AYP = Y
 High Standards – Reading 87%
 High Standards – Math 77%
 High Standards – Writing 92%

High Standards – Science 34%
 Learning Gains – Reading 80%
 Learning Gains – Math 50%
 Gains – Reading 25 84%
 Gains – Math 25 55%

Classroom Teachers

of classroom teachers

33

receiving effective rating or higher

33, 100%

Highly Qualified Teachers

112%

certified in-field

37, 112%

ESOL endorsed

30, 91%

reading endorsed

5, 15%

with advanced degrees

10, 30%

National Board Certified

0, 0%

first-year teachers

4, 12%

with 1-5 years of experience

18, 55%

with 6-14 years of experience

12, 36%

with 15 or more years of experience

3, 9%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Recruit Highly Qualified Teachers

-School Website-Recruitment to attract possible candidates for employment through a rigorous interview process.

Administration

-Soliciting referrals from current employees, parents and stakeholders.

Administration

Retain Highly Qualified Teachers

-Participation in Professional Learning Communities for support and growth.

Administration and Literacy Leadership Team

-Provide leadership opportunities to support instruction for professional advancement.

Administration

-Grade-level chair opportunities with supplements provided to assist in retaining experienced teachers.

Administration

-Assign new teachers to a veteran mentor or buddy teachers, through a support system for observations and school related activities.

Administration

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

Ms. Duran is paired with an experienced Kindergarten teacher, Ms. Girona, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their FAIR Assessment scores.

Ms. Lugo is paired with an experienced Kindergarten teacher, Ms. Simon, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their FAIR Assessment scores.

Ms. Kennedy is paired with an experienced first grade teacher, Ms. Groen, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their FAIR Assessment scores.

Ms. Diaz is paired with an experienced fifth grade teacher, Ms. Broche, because the mentor has extensive knowledge in the intermediate core subject areas of Reading and Language Arts.

The mentor and mentee are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for feedback, coaching and planning.

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 use the Tier 1 Problem Solving process to set Tier 1 goals and monitors 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? Using progress monitoring reports from SuccessMaker Reading & Mathematics, Journey's, District Baseline and Interim Assessments, STAR Reading and Mathematics and FAIR assessments results. (What progress will show a positive response?)

Students showing growth and improvement on the quarterly assessments, academic grades and meeting standards on State Assessment Tests.

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS will meet to discuss student progress and address academic and/or behavior results with a 5 week period if adequate growth is not exhibited by students.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 - The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies 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 (once a 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

The Pinecrest Cove Preparatory Academy MTSS Leadership Team is comprised of administration, faculty and staff.

Susie Dopico - Principal: The Principal provides a common vision for the use of data-based decision-

making. The Principal ensures that the school based team is implementing MTSS, intervention and documentation, and adequate professional development to support school improvement initiatives. The Principal oversees the administration of RtI skills of school staff, and communicates with parents regarding school-based RtI plans and activities.

Vanessa Rodriguez - Assistant Principal: Assists the Principal in carrying out the vision/mission of the MTSS and the implementation of RtI. Test Chairperson: Provides data to the MTSS Leadership Team based on state, district and school-wide based assessments.

Ms. Donado, Ms. Cabal, Ms. Rivera, Ms. Sosa, Ms. Medina, Dr. Bazo, Ms. Espinoza, Mr. Subauste, Mr. Espinoza - Department/Grade Level Chairs: (English Language Learners ELL - Lizeth Stephens): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Engage in classroom observations to assure implementation of the school improvement efforts.

Ms. Duran, Ms. Simon, Ms. Lugo, Ms. Lengomin, Ms. Girona, Ms. Groen, Ms. Bernal, Ms. Kennedy, Ms. Batista, Ms. Abreu, Ms. Hernandez, Ms. Maciel, Ms. Goulet, Ms. Montilla, Ms. San Juan, Ms. Costa, Ms. Espinel, Ms. Cabrera, Ms. Amador, Ms. Gonzalez, Ms. Broche, Ms. del Prado, Ms. Diaz, Ms. Nodarse, and Ms. Fernandez-Ortiz - General Education Teachers: Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.

Andrea Alcorta-Hasbun - SPED Chair: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials.

Lizeth Stephens - Instructional Coach: Attends meetings and relays pertinent information to the MTSS Leadership Team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Eduardo Armenteros - School Psychologist: Interprets and analyzes data provided by the general education teachers. Assists in the development of IEP's and will offer aid with intervention materials and strategies.

Ivy Obeso - Speech and Language Pathologist: Provides the team with the knowledge needed to understand the role that language plays in the curriculum.

Yanet Ruiz-Lacayo - Counselor: Serves as a liaison between the families and the school to continuously support the student's social, emotional, and educational needs.

Grace Gasset - Media Specialist: Provides assistance to teachers and students in obtaining media and library resources. Develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention in the area of research, and endorses cross-curricular activities related to reading.

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

The Pinecrest Cove Preparatory Academy MTSS Leadership Team will support and monitor the fidelity of the MTSS and SIP by regularly revisiting it and targeting its major focus of becoming familiar with each individual student and delivering integrated instruction and "Need-Driven" intervention to students based on their varying intensities (Tier Level/Tier 1, Tier 2 and Tier 3 targets). Student progress will be monitored through a variety of sources such as teacher classroom implementation of targeted concepts, Success Maker and Journey's intervention program with a certified interventionist, and Curriculum Based Management Solution (EasyCBM) computer program sessions with Instructional Coach and SPED Teacher. Students will be monitored on a monthly basis using data from classroom assessments, Success Maker and Journey's Reports, and District Assessments. The MTSS Leadership Team will be provided with opportunities for professional development "best practices" in alignment with state standards to become more effective and efficient through time.

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

Academics

- ? -Baseline Data
- ? -Progress Monitoring and Reporting Network (PMRN)
- ? -Florida Assessments for Instruction in Reading (FAIR)
- ? -Baseline Benchmark Assessments (BBA)in Reading, Math and Science
- ? -STAR Early Literacy Reading/Math
- ? -Success Maker Utilization and Progress Monitoring
- ? -MDCPS Baseline and Interim Assessments in Reading, Mathematics, Science and Civics
- ? -Florida Comprehensive Assessment Test (FCAT)
- ? -Stanford Achievement Test (SAT)
- ? -FCAT Practice Tests
- ? -School Site Specific Assessments

Behavior

- ? -Student Case Management
- ? -Detentions
- ? -Referrals
- ? -Suspensions
- ? -Attendance
- ? -Functional Assessment Plan
- ? -Frequency Monitoring Reports
- ? -School-wide Bully Prevention Presentations
- ? -Bullying Prevention Box
- ? -School Climate Survey

The sources above are managed as data becomes available throughout the school year. These sources are used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, civics, and engagement. Once the data is gathered the Leadership Team meets to discuss results, revisit strategies being used, formulate a plan of action to guide the instruction in the classrooms, and monitor the effectiveness of the sources and progress of students.

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

The plan will consist of providing professional development opportunities during the teacher orientation held in August 2013 and throughout the school year. Additionally, professional development will be provided on designated professional development days and faculty meetings throughout the school year. The Instructional Coach and the SPED Teacher will schedule grade level meetings during the teachers' common planning time and provide training and support. Additionally, the MTSS Leadership Team will continuously evaluate staff professional development during the monthly meetings and provide support and training as needed. Additionally, parents will be kept informed during monthly SAC meetings in order to support an understanding of the MTSS. Parents will also be provided professional development sessions during FCAT Super Saturdays.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 18,600

The school offers a before school tutoring program, Early Bird Tutoring, designed to target Tier 3 students as well as other students in need of remediation and or acceleration. The Early Bird Tutoring program is available beginning at 7am and runs through till 7:45am. Students also have use of the lab to work on Success Maker, Reading Plus, IXL Math, and FCAT Explorer. The S.T.A.R. Tutoring program is offered from Monday through Thursday from 3:15pm till 4:15pm. This intensive tutoring clinic is designed to provide students with a curriculum in the areas of reading comprehension and math application. The program offers certified teachers providing small group instruction, ongoing practice, includes a resource book per student, pre and post tests, and a final growth evaluation.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected monthly and is analyzed by the Administration, Instructional Coach, Teachers and Interventionists to determine deficiencies and decide an appropriate plan for each student by ways of changing an assignment, strategies, frequency of program, or course level.

Who is responsible for monitoring implementation of this strategy?

Administration and Instructional Coach

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

Name	Title
Susie Dopico	Principal
Vanessa Rodriguez	Assistant Principal
Lizeth Stephens	Instructional Coach
Caridad Broche	Mentor Reading Teacher
Jenny Bazo	Mentor Content Area Teacher
Andrea Hasbun	SPED Teacher
Yanet Ruiz-Lacayo	School Counselor

How the school-based LLT functions

The LLT will meet monthly to discuss the student academic progress in order to improve literacy instruction across the curriculum. The team will review current data, monitor the students' intervention progress, and make accommodations according to student needs. The Literacy Leadership and MTSS Team will collaborate in organizing Professional Developments for the teachers according to their needs. Additionally, the team will meet quarterly to analyze student data to ensure the effectiveness of current strategies and identify students in further need of assistance using the Florida Continuous Improvement Model (FCIM). Content Area Teachers will provide grade-level input to help in minimizing learning gaps

amongst students. Teachers will also assist in the implementation of the school-wide Comprehensive Research Based Reading Plan. The school Counselor will assist the LLT in further analyzing deficiencies that may be due to other social factors not related to academics.

Major initiatives of the LLT

The initiatives of the LLT will be to provide new strategies and interventions to meet the Rtl model, based on the student needs provided by the data, (e.g. FAIR, Interims). The LLT will work closely with classroom teachers to ensure high-fidelity implementation of Reading instruction. The LLT team will also make instructional and programmatic decisions in order to create and maintain a school-wide focus on literacy and reading achievement and improve literacy instruction across the curriculum. The LLT will support literacy instruction by offering professional growth opportunities and provide coverage to attendees when needed and provide adequate notice of meetings in order to ensure progress towards the initiative.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The LLT monitors the implementation of school-wide literacy strategies across the curriculum. The Instructional Focus Calendar will guide instruction in all content area classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate daily strategies within lessons using graphic organizers and CRISS Strategies. Administrative walkthroughs will monitor implementation of reading strategies. Benchmark and Interim Assessment data will be disaggregated during MTSS/Rtl meetings and Professional Learning Communities.

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

Kindergarten registration begins in March. During this time, dates are selected to conduct parent tours at the Early Learning Center. Parents are welcomed with an informational presentation about the school, the Kindergarten curriculum, and assessments they can expect their child to take during the school year. Open House takes place the Friday before school commences. At this time parents and students are able to meet the teacher and go over many important topics, school and classroom policies and procedures, upcoming school activities, expectations, and assessments that kindergarten students will be assessed on in further detail.

All students entering kindergarten will be evaluated using several assessment tools to determine placement, and growth throughout the school year. Students will be administered the OLPS to determine ESOL placement. Florida Kindergarten Readiness Screener (FLKRS) will be utilized to assess the readiness of each child for kindergarten. It will be administered during the first 30 school days of each school year. Early Childhood Observation System (ECHOS) is designed to guide effective instruction and appropriate intervention to prepare a child to succeed in school. ECHOS is a whole child-oriented measure based on national standards for seven domains: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts. In addition, the Comprehensive English Language Learning Assessment (CELLA) is used to measure the growth of students classified as English Language Learners (ELL) in mastering the skills in English they will need to succeed in school. Furthermore, the Stanford Achievement Test 10 (SAT-10) will be administered. This is a standardized, norm-referenced achievement test that utilizes a multiple choice

format. Students are administered a Sentence Reading and Mathematics subtest. The SAT provides achievement data that can be used to compare local students' performance with the performance of students in the nation.

Parents in need of before or after school care services may enroll their child in the S.T.A.R. Before and Afterschool Care programs offered at the school.

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

Students at Pinecrest Cove Preparatory Academy will participate in a Career and Education Planning course offered through the Business Keyboarding class. As part of the coursework, students will develop a career and education plan and discuss the following: understanding the workplace, self-awareness, exploring careers, goal setting/decision making, workplace skills, career/education planning, and job search.

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

Pinecrest Cove Preparatory Academy will implement Career Day to expose students to various career options and provide activities and research opportunities to stimulate students into further investigating careers of interest. Additionally, the school offers a computer course that focuses on technology and career goals for the future. The course implements computer training as well as college research for the students. Furthermore, students will meet with the school counselor to discuss high school and college options based on interests developed as secondary school students.

Strategies for improving student readiness for the public postsecondary level

Pinecrest Cove Preparatory Academy will implement the following strategies to improve student readiness for postsecondary levels:

- Offer Career and Education Planning Courses
- Implement the Development of a Career and Education Plan
- Provide Exposure to Multiple Careers and Career Options
- Meet with School Personnel for Career Guidance

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	81%	82%	No	83%
American Indian				
Asian				
Black/African American				
Hispanic	81%	82%	No	83%
White				
English language learners	75%	64%	No	78%
Students with disabilities	39%	40%	No	44%
Economically disadvantaged	81%	83%	No	83%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	29%	30%
Students scoring at or above Achievement Level 4	164	54%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		82%	84%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	87%

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)	78	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	28%	35%

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	57	79%	81%
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	78%	81%	Yes	80%
American Indian				
Asian				
Black/African American				
Hispanic	77%	81%	Yes	79%
White				
English language learners	70%	76%	Yes	73%
Students with disabilities	54%	67%	Yes	58%
Economically disadvantaged	74%	80%	Yes	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	32%	33%
Students scoring at or above Achievement Level 4	150	49%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

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	12	24%	26%
Students scoring at or above Achievement Level 4	24	49%	50%

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)	5		76
Participation in STEM-related experiences provided for students	82	28%	33%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	80	51%	56%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	17	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	15	21%	19%
Students who receive two or more behavior referrals	36	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	3%	2%
Students who fail a mathematics course	1	1%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	1%	1%
Students who receive two or more behavior referrals	36	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets at Pinecrest Cove Preparatory Academy includes the number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities and; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• number of parent engagement opportunities offered in the school year	8	80%	81%
• average number of parents in attendance at parent engagement opportunities	562	77%	78%
• percent of parents who participated in parent engagement opportunities	562	77%	78%
• percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	176	31%	32%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading indicate that 82% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point.
- G2.** The results of the 2013 FCAT Writing indicate that 79% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 2 percentage points.
- G3.** The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency.
- G4.** The results of school registration data indicate that 92% of our 8th grade students will participate in an EOC exam. Our goal for the 2013-2014 school year is to maintain the percentage of students participating in an EOC exam.
- G5.** The results of the District 2013 Algebra 1 EOC indicate that 39% (L3) and 27% (L4&5) of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the District % of students achieving proficiency by 2 percentage points.
- G6.** The results of the 2013 FCAT 2.0 Science indicate that 73% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.
- G7.** The results of the District 2013 FCAT 2.0 Science indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points.
- G8.** The results of the District 2013 Civics Baseline indicate that 1% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 9 percentage points.
- G9.** The result of a school study indicates that 71% of school activities incorporated STEM. Our goal for the 2013-2014 school year is to increase the number of school activities incorporating STEM by 5 percentage points.
- G10.** Our goal for the 2013-2014 school year is to increase the amount of CTE courses being offered at the school and courses being selected by students as evidenced on the end of year subject selection cards and the school course bulletin.
- G11.** Consistent monitoring of Early Warning Systems will assist in the increase of desired outcomes and decrease the undesired outcomes which lead to overall academic growth of elementary students at the school.

- G12.** Consistent monitoring of Early Warning Systems will assist in the increase of desired outcomes and decrease the undesired outcomes which lead to overall academic growth of middle school students at the school.

- G13.** The results of data for the 2012-2013 school year indicate that 77% of parents participated in school-wide parent workshops. Our goal for the 2013-2014 school year is to increase parent participation in parent workshops by 1 percentage point.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading indicate that 82% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, STAR Reading, Success Maker, Comprehensive Assessment of Reading Strategies (CARS), Zaner-Bloser Writing Series, and Springboard

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading indicate that 64% of the ELL subgroup achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. ELL students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.
- The results of the 2013 FCAT 2.0 Reading indicate that 29% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.
- The results of the 2013 FCAT 2.0 Reading indicate that 54% of students achieved Levels 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.
- The results of the 2013 FCAT 2.0 Reading indicate that 82% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, problem/solution, and rising/falling action in a variety of fiction.
- The results of the 2013 FCAT 2.0 Reading indicate that 86% of students of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, setting, plot, and rising/falling action in a variety of fiction.
- The results of the 2013 CELLA indicate that 72% of students scored proficient in the Listening/Speaking portion of the assessment. Students' performance data indicates that there is a deficiency in language acquisition. Students experienced difficulty due to anxiety, frustration, resistance, and reluctance to speak the English language.
- The results of the 2013 CELLA indicate that 34% of students scored proficient in the Reading portion of the assessment. Students' performance data indicates that there is a deficiency in Reading-decoding. Students experienced difficulty due to inability to distinguish speech sounds and/or decode common words.
- The results of the 2013 CELLA indicate that 28% of students scored proficient in the Writing portion of the assessment. Students' performance data indicates that there is a deficiency in

writing structure. Students experienced difficulty due to the inability of formulating structure and organization in their writing.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, ESOL Chair, and Literacy Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from Zaner-Bloser, Springboard, Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G2. The results of the 2013 FCAT Writing indicate that 79% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 2 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.
- Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Expository and District Persuasive writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, and the Literacy Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, and Literacy Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency.

Targets Supported

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

Resources Available to Support the Goal

- IXL, ALEKS, Gizmos, STAR Math, FCAT Explorer, FCAT Coach, Success Maker, and CAMS

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics indicate that 32% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty identifying and analyzing attributes and properties of two-dimensional geometric shapes/objects.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 49% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 4 – Fractions/Base Ten across all grade levels. Students experienced difficulty in identifying and relating prime and composite numbers as well as factors and multiples within the context of fractions.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 69% of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/Rtl, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, MTSS/Rtl, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G4. The results of school registration data indicate that 92% of our 8th grade students will participate in an EOC exam. Our goal for the 2013-2014 school year is to maintain the percentage of students participating in an EOC exam.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- ALEKS, Gizmos, STAR Math, FCAT Explorer, FCAT Coach, Success Maker, and CAMS

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics indicate that 92% of students achieved Level 3-5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes. This deficiency limits students' ability to register for Mathematics classes that offer the EOC exams.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 92% of students achieved Level 3-5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes. This deficiency limits students' ability to score proficient on the FCAT 2.0 Mathematics as well as the EOC Mathematic exams.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/RtI, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, MTSS/RtI, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

G5. The results of the District 2013 Algebra 1 EOC indicate that 39% (L3) and 27% (L4&5) of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the District % of students achieving proficiency by 2 percentage points.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- ALEKS, IXL, Gizmos, STAR Math, FCAT Explorer, FCAT Coach, Success Maker, and C.A.M.S.

Targeted Barriers to Achieving the Goal

- The results of the District 2013 Algebra 1 EOC exam indicate that 36% of students achieved Level 3 proficiency. Students experienced difficulty with technology, especially reading problems on the computer screen, working them out on paper and then reporting the answer on the computer.
- The results of the District 2013 Algebra 1 EOC exam indicate that 21% of students achieved Level 4 and 5 proficiency. Students experienced difficulty with technology, especially reading problems on the computer screen, working them out on paper and then reporting the answer on the computer.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, Mathematics Department Chair, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, Mathematics Department Chair, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 Algebra 1 EOC.

G6. The results of the 2013 FCAT 2.0 Science indicate that 73% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- FCAT Coach Science, Gizmos, Science labs/experiments, and grade level specific science kits

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science indicate that 24% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in hands-on laboratory investigations.
- The results of the 2013 FCAT 2.0 Science indicate that 49% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in complex hands-on laboratory investigations.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, Science Department Chair, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, Science Department Chair, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis.
Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G7. The results of the District 2013 FCAT 2.0 Science indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- FCAT Coach Science, Gizmos, Science labs/experiments, and grade level specific science kits

Targeted Barriers to Achieving the Goal

- The results of the District 2013 FCAT 2.0 Science indicate that 22% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in hands-on laboratory investigations.
- The results of the District 2013 FCAT 2.0 Science indicate that 21% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in complex hands-on laboratory investigations.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, Science Department Chair, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, Science Department Chair, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis.
Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G8. The results of the District 2013 Civics Baseline indicate that 1% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 9 percentage points.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- End of Course Benchmark Exams

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 District Baseline Assessment indicates that there is a deficiency in content analysis. Students experienced difficulty when comprehending interpretations of the content.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment data.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, and Teacher-Made Assessments. Summative Assessments: Results from the 2014 Civics EOC.

G9. The result of a school study indicates that 71% of school activities incorporated STEM. Our goal for the 2013-2014 school year is to increase the number of school activities incorporating STEM by 5 percentage points.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Technology and Outreach Neighboring School Programs

Targeted Barriers to Achieving the Goal

- In order to continue to promote STEM, a project-based emphasis with an increase in the number of activities being offered to students must be increased to engage learners' perspective and interest in the field of such studies.
- In order to continue to promote STEM, a project-based emphasis with an increase in the number of students participating in the activities being offered must be increased to engage learners' perspective and interest in the field of such studies.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach, and Leadership Team

Target Dates or Schedule:

Meet quarterly to review formative assessment results.

Evidence of Completion:

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

G10. Our goal for the 2013-2014 school year is to increase the amount of CTE courses being offered at the school and courses being selected by students as evidenced on the end of year subject selection cards and the school course bulletin.

Targets Supported

- CTE

Resources Available to Support the Goal

- Professional Development and Community Outreach Programs with Neighboring Schools

Targeted Barriers to Achieving the Goal

- In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in CTE courses.
- In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in accelerated courses.
- In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students taking CTE exams.
- In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in CTE program concentrators.
- In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the amount of teachers in need of holding industry certification.

Plan to Monitor Progress Toward the Goal

The Administration, Instructional Coach, and the Leadership Team will discuss and monitor progress and adjust strategies as needed to monitor progress toward meeting the goal.

Person or Persons Responsible

Administration, Instructional Coach, and Leadership Team

Target Dates or Schedule:

Meet quarterly to monitor progress toward meeting goal.

Evidence of Completion:

Progress will be measured through offerings in the curriculum bulletin/subject selection cards and by collecting completion certificates with a focus on career and technical education.

G11. Consistent monitoring of Early Warning Systems will assist in the increase of desired outcomes and decrease the undesired outcomes which lead to overall academic growth of elementary students at the school.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Technology, ISIS, SCAM Forms, Attendance Reports, and Academic Grade Reports

Targeted Barriers to Achieving the Goal

- Attendance data from the 2013 school year indicates that 3% of students missed 10% or more of available instructional time. Students are missing instructional time due to tardies, absences, and/or early pick-up.
- Reports from the 2013 school year indicates that 1% of students were retained. Students experienced difficulties with core content in the areas of Reading and Mathematics.
- Students' performance data from the 2013 school year indicates that 21% of students were not proficient in Reading by grade 3. Students experienced difficulty when comprehending passages at grade level.
- Reports from the 2013 school year indicates that 6% of students received two or more behavior referrals/0% of students received one or more that lead to suspension. Students expressed minimal behavioral issues both in and out of the classroom as well as conflict with other students.

Plan to Monitor Progress Toward the Goal

The Administration, Instructional Coach, School Counselor, and Leadership Team will schedule reviews of data (suspension reports and SCAM forms) to monitor progress toward meeting goal and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, School Counselor, and Leadership Team

Target Dates or Schedule:

Meet quarterly to monitor students' progress

Evidence of Completion:

Reports generated from suspension data, and SCAM forms.

G12. Consistent monitoring of Early Warning Systems will assist in the increase of desired outcomes and decrease the undesired outcomes which lead to overall academic growth of middle school students at the school.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Technology, ISIS, SCAM Forms, Attendance Reports, and Academic Grade Reports

Targeted Barriers to Achieving the Goal

- Attendance data from the 2013 school year indicates that 3% of students missed 10% or more of available instructional time. Students are missing instructional time due to tardies, absences, and/or early pick-up.
- Reports from the 2013 school year indicates that 1% of students failed English Language Arts and/or Mathematics courses. Students experienced difficulties with core content in the areas of English Language Arts and Mathematics.
- Reports from the 2013 school year indicates that 0% of students received one or more behavior referrals that lead to suspension. Students expressed minimal behavioral issues both in and out of the classroom as well as conflict with other students.

Plan to Monitor Progress Toward the Goal

Administration, Instructional Coach, School Counselor, and Leadership Team will schedule reviews of data to monitor progress toward meeting goal and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, School Counselor, and Leadership Team

Target Dates or Schedule:

Meet quarterly to monitor students' progress

Evidence of Completion:

Reports generated from Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post- Tests, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

G13. The results of data for the 2012-2013 school year indicate that 77% of parents participated in school-wide parent workshops. Our goal for the 2013-2014 school year is to increase parent participation in parent workshops by 1 percentage point.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Professional Development and School Activities, Sign-In Sheets

Targeted Barriers to Achieving the Goal

- The school understands that parental involvement is a necessary component in having a successful school environment. Parents are an integral part of our school and encouraged to actively become involved stakeholders as it establishes framework and responsibility. Although parents are kept informed throughout the school year in regards to volunteering opportunities, school activities, academics, and upcoming assessments; parents have limited understanding of student data (Baseline, Interims, FAIR, FCAT 2.0, etc.) due to language barriers and requirements imposed by testing.
- The school understands that parental involvement is a necessary component in having a successful school environment. Parents are an integral part of our school and encouraged to actively become involved stakeholders as it establishes framework and responsibility. Although parents are kept informed throughout the school year in regards to the C.A.R.E. Curriculum, Bully Prevention, and Character Education; parents are experiencing difficulties and have concerns on definition and characteristics of a bully and lack of proactive measures and strategies to prevent conflict.

Plan to Monitor Progress Toward the Goal

The Administration, Instructional Coach, School Counselor, and Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor progress toward meeting goal and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, School Counselor, and Leadership Team

Target Dates or Schedule:

Meet quarterly in order to ensure parental participation and effectiveness of strategies.

Evidence of Completion:

Data gathered from sign-in sheets and workshop evaluation surveys.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading indicate that 82% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point.

G1.B1 The results of the 2013 FCAT 2.0 Reading indicate that 64% of the ELL subgroup achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. ELL students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B1.S1 Instruction should include the use of informational text structure charts to familiarize ELL students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor ELL students' knowledge in the areas of text structure and the impacts of its meaning in text.

Person or Persons Responsible

General Education Teacher, ESOL Chair, and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure ELL students are able to identify text structure and explain its impacts on texts through identification and analysis of causal relationships embedded within the text.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

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

Utilizing the FCIM, the Administration, Instructional Coach, ESOL Chair, MTSS/RtI Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, ESOL Chair, MTSS/RtI Team, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S1

The Leadership Team and ESOL Chair will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team and ESOL Chair

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B2 The results of the 2013 FCAT 2.0 Reading indicate that 29% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B2.S1 Instruction should include the use of informational text structure charts to familiarize students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor students' knowledge in the areas of text structure and the impacts of its meaning in text.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify text structure and explain its impacts on texts through identification and analysis of causal relationships embedded within the text.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post- Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Facilitator:

Patty Cohen

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post- Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post- Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B3 The results of the 2013 FCAT 2.0 Reading indicate that 54% of students achieved Levels 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B3.S1 Instruction should include benchmark study and enrichment activities such as reading rigorous informational text and text features within the text to organize information for a variety of purposes in order to follow multi-step directions, interpret timelines and outlines, use informational text structure charts to familiarize students with text structures such as cause/effect, compare/contrast, chronological order, and the impact of its meaning. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor students' knowledge in the areas of text structure and the impacts of its meaning in multiple high end texts through explicit identifiable themes and topics and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify text structure within multiple high end texts and explain its impact through rigorous and explicit identifiable themes and topics embedded within text.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Facilitator:

Kathy Bumgardner

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B3.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

The Leadership Team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that 82% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/ Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, problem/solution, and rising/falling action in a variety of fiction.

G1.B4.S1 Instruction should include the use of character development charts and character point of view discussions to help students understand character development and point of view as well as provide before/after school tutoring programs focusing on story elements and problems in multiple texts utilizing C.A.R.S. Additionally, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including Reading Plus, Accelerated Reader, STAR Reading, Florida Ready Reading, Ticket to Read and FCAT Explorer. Furthermore, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments
Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Facilitator:

Michelle Kendrick

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/RtI Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, MTSS/RtI Team, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B4.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 86% of students of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, setting, plot, and rising/falling action in a variety of fiction.

G1.B5.S1 Instruction should include the use of plot turning point graphics, story maps, character development and character point of view discussions to help students understand character/plot development, the rising/falling action as well as provide before/after school tutoring programs focusing on story elements and points of view in multiple texts utilizing C.A.R.S. Additionally, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including Reading Plus, Accelerated Reader, STAR Reading, Florida Ready Reading, Ticket to Read, and FCAT Explorer. Furthermore, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments
Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Facilitator:

Ana Cordo

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/RtI Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, MTSS/RtI Team, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B5.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B6 The results of the 2013 CELLA indicate that 72% of students scored proficient in the Listening/Speaking portion of the assessment. Students' performance data indicates that there is a deficiency in language acquisition. Students experienced difficulty due to anxiety, frustration, resistance, and reluctance to speak the English language.

G1.B6.S1 Instruction should include the opportunity to have students produce language in response to first-hand, multi-sensorial experiences to promote interactions with other students and provide time for discussions. Additionally, instruction should also include breaking off into smaller teacher-led groups to minimize resistance and open up communication paths to meet the needs of the students and provide individual attention to instruction. Furthermore, instruction should focus on placing a daily emphasis on a variety of ELL strategies and include the use of weekly school wide programs utilizing Success Maker, Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, CARS and STAR Reading.

Action Step 1

Monitor students' progress when completing tasks utilizing listening strategies, multisensory experiences and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure modeling of listening strategies and opportunities for multi-sensorial experiences are being provided during instruction.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

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

Utilizing the FCIM, the Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B6.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G1.B7 The results of the 2013 CELLA indicate that 34% of students scored proficient in the Reading portion of the assessment. Students' performance data indicates that there is a deficiency in Reading-decoding. Students experienced difficulty due to inability to distinguish speech sounds and/or decode common words.

G1.B7.S1 Instruction should include opportunities to have students participate in "chunking" activities in related language presented in various context to improve on identifying individual words and letters/sound relationships. Additionally, instruction should also include breaking off into smaller teacher-led groups to maximize oral reading opportunities that open up communication paths to meet the needs of the students and provide individual attention to instruction. Furthermore, instruction should also focus on placing a daily emphasis on a variety of ELL strategies and include the use of weekly school wide programs utilizing Success Maker, Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, CARS, and STAR Reading.

Action Step 1

Monitor students' ability to distinguish speech sounds and decode common words by using "chunking" strategies and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure teacher-led guided reading opportunities for students to apply decoding and chunking of unfamiliar words.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

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

Utilizing the FCIM, the Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B7.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G1.B8 The results of the 2013 CELLA indicate that 28% of students scored proficient in the Writing portion of the assessment. Students' performance data indicates that there is a deficiency in writing structure. Students experienced difficulty due to the inability of formulating structure and organization in their writing.

G1.B8.S1 Instruction should include opportunities to work with graphic organizers which guide in organizing student thoughts and ideas at different language proficiency levels using Springboard and the Zaner-Bloser Writing Series. Additionally, instruction should also include use of writing samples to guide and determine the specific organizational needs of the students. Furthermore, instruction should also focus on placing a daily emphasis on a variety of ELL strategies and include monthly writing activities that measure and track student progress on the structure of writing.

Action Step 1

Monitor students' writing structure and organization using Zaner-Bloser Writing Series and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure instruction provides opportunities for students to organizing their writing and acquire the ability to formulate their thoughts on paper.

Evidence of Completion

Formative Assessments: Reports generated from Zaner-Bloser, Springboard, Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.
Summative Assessments: Results from the 2014 CELLA.

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

Utilizing the FCIM, the Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, ESOL Chair, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Zaner-Bloser, Springboard, Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B8.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from Zaner-Bloser, Springboard, Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G2. The results of the 2013 FCAT Writing indicate that 79% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 2 percentage points.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B1.S1 Instruction should include opportunities to work on expanding developed incidences to support reasons when writing to tell and explain by including supporting details, and providing facts/opinions through comparisons, statistics, and concrete examples. Additionally, instruction should also include daily feedback on writing drafts to develop elaboration and should also focus on incorporating grammar usage, mechanics, conventions and proofreading strategies by utilizing the Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise component daily.

Action Step 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are elaborating and expanding ideas in their writing samples.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

Facilitator:

Kathy Bumgardner

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

Plan to Monitor Effectiveness of G2.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Expository and District Persuasive writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B2.S1 Instruction should include opportunities to work on expanding developed incidences to support reasons when writing to explain and persuade by including supporting details, and providing facts/ opinions through comparisons, statistics, and concrete examples. Additionally, instruction should also include daily feedback on writing drafts to develop elaboration and should also focus on incorporating grammar usage, mechanics, conventions and proofreading strategies by utilizing the Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise component daily.

Action Step 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are elaborating and expanding ideas in their writing samples.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

Facilitator:

Kathy Bumgardner

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

Plan to Monitor Effectiveness of G2.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics indicate that 32% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty identifying and analyzing attributes and properties of two-dimensional geometric shapes/objects.

G3.B1.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing IXL, ALEKS and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify and analyze attributes and properties of two-dimensional geometric shapes and objects.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Facilitator:

David Mackin

Participants:

K-8th Grade Teachers

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Plan to Monitor Effectiveness of G3.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics indicate that 49% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement.

G3.B2.S1 Instruction should include enrichment opportunities for students to convert units of measurement within the same dimension using manipulatives and project-based learning activities in order to solve rigorous problems. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing IXL, ALEKS, and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding and ability in converting units of measurement and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand conversion rules and provide opportunities during instruction to convert units of measurement within the same dimension using manipulatives in complex and challenging real-world scenarios.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher- Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Facilitator:

IXL Trainer

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher- Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Plan to Monitor Effectiveness of G3.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher- Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G3.B3 The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 4 – Fractions/Base Ten across all grade levels. Students experienced difficulty in identifying and relating prime and composite numbers as well as factors and multiples within the context of fractions.

G3.B3.S1 Instruction should include time to practice and apply properties of fractions, fraction equivalence and comparison in real-life situations. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on factors and multiples within the context of fractions utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, FCAT Explorer, and IXL Math. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of identifying and relating prime and composite numbers, fractions and multiples within the context of fractions, and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to practice and apply properties of fractions and fraction equivalence and comparisons in real-life situations.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher- Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

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

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/RtI, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, MTSS/RtI and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Plan to Monitor Effectiveness of G3.B3.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G3.B4 The results of the 2013 FCAT 2.0 Mathematics indicate that 69% of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes.

G3.B4.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on converting units of measurements with a focus on two dimensional shapes utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, FCAT Explorer, and IXL Math. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to practice converting units of measurement and determine the area of two dimensional shapes.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Facilitator:

Ana Cordo

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/RtI, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, MTSS/RtI, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

Plan to Monitor Effectiveness of G3.B4.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G4. The results of school registration data indicate that 92% of our 8th grade students will participate in an EOC exam. Our goal for the 2013-2014 school year is to maintain the percentage of students participating in an EOC exam.

G4.B1 The results of the 2013 FCAT 2.0 Mathematics indicate that 92% of students achieved Level 3-5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes. This deficiency limits students' ability to register for Mathematics classes that offer the EOC exams.

G4.B1.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on converting units of measurements with a focus on two dimensional shapes utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, and FCAT Explorer. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify and analyze attributes and properties of two-dimensional geometric shapes and objects.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

Plan to Monitor Effectiveness of G4.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

G4.B2 The results of the 2013 FCAT 2.0 Mathematics indicate that 92% of students achieved Level 3-5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes. This deficiency limits students' ability to score proficient on the FCAT 2.0 Mathematics as well as the EOC Mathematic exams.

G4.B2.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on converting units of measurements with a focus on two dimensional shapes utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, and FCAT Explorer. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding and ability in converting units of measurement and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand conversion rules and provide opportunities during instruction to convert units of measurement within the same dimension using manipulatives in complex and challenging real-world scenarios.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

Plan to Monitor Effectiveness of G4.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 EOC Algebra 1 Exam.

G5. The results of the District 2013 Algebra 1 EOC indicate that 39% (L3) and 27% (L4&5) of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the District % of students achieving proficiency by 2 percentage points.

G5.B1 The results of the District 2013 Algebra 1 EOC exam indicate that 36% of students achieved Level 3 proficiency. Students experienced difficulty with technology, especially reading problems on the computer screen, working them out on paper and then reporting the answer on the computer.

G5.B1.S1 Instruction should include the opportunity of providing students with a format to show their work when solving on-screen problems. A bank will be developed of items the students can work on using the computer. A rubric to monitor students' attainment of the format can be used to measure growth as they gain more experience using the computer for input of their responses. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing ALEKS, and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' progress with transferring information on to the computer when solving on-screen problems and adjust process as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to format items when solving on-screen problems by properly transferring information to the computer.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 Algebra 1 EOC.

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 Algebra 1 EOC.

Plan to Monitor Effectiveness of G5.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 Algebra 1 EOC.

G5.B2 The results of the District 2013 Algebra 1 EOC exam indicate that 21% of students achieved Level 4 and 5 proficiency. Students experienced difficulty with technology, especially reading problems on the computer screen, working them out on paper and then reporting the answer on the computer.

G5.B2.S1 Instruction should include the opportunity of providing students with a format to show their work when solving on-screen problems. A bank will be developed of items the students can work on using the computer. A rubric to monitor students' attainment of the format can be used to measure growth as they gain more experience using the computer for input of their responses. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing ALEKS, and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' progress with transferring information on to the computer when solving on-screen problems and adjust process as needed.

Person or Persons Responsible

General Education, Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to format items when solving onscreen problems by properly transferring information to the computer.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 Algebra 1 EOC.

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 Algebra 1 EOC.

Plan to Monitor Effectiveness of G5.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, ALEKS, Gizmos, and Math Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 Algebra 1 EOC.

G6. The results of the 2013 FCAT 2.0 Science indicate that 73% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

G6.B1 The results of the 2013 FCAT 2.0 Science indicate that 24% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in hands-on laboratory investigations.

G6.B1.S1 Instruction should consist of weekly activities for students to design, develop and understand fundamentals of science processes with an emphasis on increasing scientific thinking and the development and implementations of inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design. Additionally, instruction should also focus on implementing mandatory time requirements of weekly school wide programs utilizing FCAT Coach Science and Gizmos. Furthermore, conduct monthly Science labs and experiments utilizing Gizmos, the 5 E's Model, and grade level specific science kits.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' progress in applying inquiry-based learning practices when engaging in hands-on laboratory investigations and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand fundamentals of science processes and scientific thinking to participate in inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

Facilitator:

Millard E. Lightburn

Participants:

3rd-5th Grade Teachers

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

Utilizing the FCIM, the Administration, Instructional Coach, Science Department Chair, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, Science Department Chair, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G6.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G6.B2 The results of the 2013 FCAT 2.0 Science indicate that 49% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in complex hands-on laboratory investigations.

G6.B2.S1 Instruction should include giving students opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, discussions, and information gathered through inquiry-based strategies. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing FCAT Coach Science and Gizmos. Furthermore, conduct monthly Science labs and experiments utilizing Gizmos, the 5 E's Model, and grade level specific science kits.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of rigorous skills/concepts when applying inquiry-based learning practices and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are engaging in opportunities to present, refine, and evaluate high end scientific real-world questions through experimental research and discussion.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

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

Utilizing the FCIM, the Administration, Instructional Coach, Science Department Chair, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, Science Department Chair and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G6.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G7. The results of the District 2013 FCAT 2.0 Science indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points.

G7.B1 The results of the District 2013 FCAT 2.0 Science indicate that 22% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in hands-on laboratory investigations.

G7.B1.S1 Instruction should consist of weekly activities for students to design, develop and understand fundamentals of science processes with an emphasis on increasing scientific thinking and the development and implementations of inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design. Additionally, instruction should also focus on implementing mandatory time requirements of weekly school wide programs utilizing FCAT Coach Science and Gizmos. Furthermore, conduct monthly Science labs and experiments utilizing Gizmos, the 5 E's Model, and grade level specific science kits.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' progress in applying inquiry-based learning practices when engaging in hands-on laboratory investigations and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand fundamentals of science processes and scientific thinking to participate in inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

Facilitator:

Millard E. Lightburn

Participants:

6th-8th Grade Teachers

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

Utilizing the FCIM, the Administration, Instructional Coach, Science Department Chair, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, Science Department Chair, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G7.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G7.B2 The results of the District 2013 FCAT 2.0 Science indicate that 21% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in complex hands-on laboratory investigations.

G7.B2.S1 Instruction should include giving students opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, discussions, and information gathered through inquiry-based strategies. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing FCAT Coach Science and Gizmos. Furthermore, conduct monthly Science labs and experiments utilizing Gizmos, the 5 E's Model, and grade level specific science kits.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of rigorous skills/concepts when applying inquiry-based learning practices and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are engaging in opportunities to present, refine, and evaluate high end scientific real-world questions through experimental research and discussion.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

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

Utilizing the FCIM, the Administration, Instructional Coach, Science Department Chair, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, Science Department Chair and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G7.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G8. The results of the District 2013 Civics Baseline indicate that 1% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 9 percentage points.

G8.B1 Students' performance data from the 2013 District Baseline Assessment indicates that there is a deficiency in content analysis. Students experienced difficulty when comprehending interpretations of the content.

G8.B1.S1 Instruction should consist of classroom activities which helps students develop an understanding of the content-specific vocabulary taught in Civics. Additionally, instruction should also focus on developing student understanding of content-specific civics vocabulary. Furthermore, provide District professional development to assist teachers in producing lesson plans that incorporate assessment aligned to tested End of Course Exam Benchmarks in order to maximize opportunities for students to master tested content.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding and analysis of content-specific vocabulary and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to comprehend interpretations of content and understand content-specific vocabulary.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, and Teacher-Made Assessments. Summative Assessments: Results from the 2014 Civics EOC.

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, and Teacher-Made Assessments. Summative Assessments: Results from the 2014 Civics EOC.

Plan to Monitor Effectiveness of G8.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data..

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, and Teacher-Made Assessments. Summative Assessments: Results from the 2014 Civics EOC.

G9. The result of a school study indicates that 71% of school activities incorporated STEM. Our goal for the 2013-2014 school year is to increase the number of school activities incorporating STEM by 5 percentage points.

G9.B1 In order to continue to promote STEM, a project-based emphasis with an increase in the number of activities being offered to students must be increased to engage learners' perspective and interest in the field of such studies.

G9.B1.S1 Activities should focus on and provide inquiry-based learning experiences by organizing a Science with a Twist (SWAT) Parent/Student Night in collaboration with our elementary/middle school population working in conjunction with each other to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. Activities should also focus on and provide hands-on learning experiences by organizing an Engineering and Robotics (ER) Parent/Student Night in collaboration with our neighboring high school Terra Environmental Research Institute to analyze, synthesize, and design engineering systems. Additional activities which focus on and provide both inquiry-based and hand-on learning experiences will be provided by organizing a Science Fair Expo Parent/Student Night in which students will have the opportunity to display and conduct their science fair project experiment and share results gathered from that experiment with other students, teachers, and family members to show the processes of science. Furthermore, activities that engage students to experience different scopes of science will also be provided through MAST Academy's Outreach Program Trailers: Land SHARC and Weather on Wheels, which provides school-site lessons aboard the mobile laboratory where students work cooperatively, integrating maritime/technology themes of lessons in which students will collect, analyze, and interpret data. Moreover, activities that focus on technology such as the utilization of PowerPoint software to create class presentations gives students a chance to demonstrate their creativity as well as providing opportunities of participating in math competitions including but not limited to American Math Challenge and Sumdog will increase student interest and technology awareness.

Action Step 1

General Education Teachers and the Instructional Coach will incorporate science, technology, engineering and mathematics activities that promote inquiry-based and hands-on learning experiences and adjust instruction and activities as needed.

Person or Persons Responsible

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure opportunities are being provided where students are analyzing, synthesizing, and designing engineering systems.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

Facilitator:

Millard E. Lightburn

Participants:

3rd-8th Grade Teachers

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

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

Plan to Monitor Effectiveness of G9.B1.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

G9.B2 In order to continue to promote STEM, a project-based emphasis with an increase in the number of students participating in the activities being offered must be increased to engage learners' perspective and interest in the field of such studies.

G9.B2.S1 Activities should focus on and provide inquiry-based learning experiences by organizing a Science with a Twist (SWAT) Parent/Student Night in collaboration with our elementary/middle school population working in conjunction with each other to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. Activities should also focus on and provide hands-on learning experiences by organizing an Engineering and Robotics (ER) Parent/Student Night in collaboration with our neighboring high school Terra Environmental Research Institute to analyze, synthesize, and design engineering systems. Additional activities which focus on and provide both inquiry-based and hand-on learning experiences will be provided by organizing a Science Fair Expo Parent/Student Night in which students will have the opportunity to display and conduct their science fair project experiment and share results gathered from that experiment with other students, teachers, and family members to show the processes of science. Furthermore, activities that engage students to experience different scopes of science will also be provided through MAST Academy's Outreach Program Trailers: Land SHARC and Weather on Wheels, which provides school-site lessons aboard the mobile laboratory where students work cooperatively, integrating maritime/technology themes of lessons in which students will collect, analyze, and interpret data. Moreover, activities that focus on technology such as the utilization of PowerPoint software to create class presentations gives students a chance to demonstrate their creativity as well as providing opportunities of participating in math competitions including but not limited to American Math Challenge and Sumdog will increase student interest and technology awareness.

Action Step 1

General Education Teachers and the Instructional Coach will incorporate science, technology, engineering and mathematics activities that promote inquiry-based and hands-on learning experiences and adjust instruction and activities as needed.

Person or Persons Responsible

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure opportunities are being provided where students are analyzing, synthesizing, and designing engineering systems.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Utilizing the FCIM, the Administration, Instructional Coach, and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

Plan to Monitor Effectiveness of G9.B2.S1

The Leadership Team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

G10. Our goal for the 2013-2014 school year is to increase the amount of CTE courses being offered at the school and courses being selected by students as evidenced on the end of year subject selection cards and the school course bulletin.

G10.B1 In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in CTE courses.

G10.B1.S1 Increase Project Based Learning Instructional Framework professional development opportunities for teachers by providing CTE trainings at the school site.

Action Step 1

The CTE Teachers and the Instructional Coach will create curriculum expectations throughout the year to gauge student interest, monitor timelines for completion of professional development requirements and adjust strategies as needed.

Person or Persons Responsible

CTE Teachers and Instructional Coach

Target Dates or Schedule

Monthly to ensure effectiveness and completion of professional development

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

Facilitator:

W. Wolf

Participants:

CTE Teachers

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

The Administration, Instructional Coach, and the Leadership Team will meet to review progress towards professional development and timeline requirements in order to monitor and ensure fidelity and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to monitor fidelity of implementation

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

Plan to Monitor Effectiveness of G10.B1.S1

The Leadership Team will meet to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to monitor effectiveness of process

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

G10.B2 In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in accelerated courses.

G10.B2.S1 Increase Project Based Learning Instructional Framework professional development opportunities for teachers by allowing teachers to attend District trainings held throughout the year.

Action Step 1

The CTE Teachers and the Instructional Coach will create curriculum expectations throughout the year to gauge student interest, monitor timelines for completion of professional development requirements and adjust strategies as needed.

Person or Persons Responsible

CTE Teachers and Instructional Coach

Target Dates or Schedule

Monthly to ensure effectiveness and completion of professional development.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

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

The Administration, Instructional Coach, and the Leadership Team will meet to review progress towards professional development and timeline requirements in order to monitor and ensure fidelity and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to monitor fidelity of implementation.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

Plan to Monitor Effectiveness of G10.B2.S1

The Leadership Team will meet to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to monitor effectiveness of process.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

G10.B3 In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students taking CTE exams.

G10.B3.S1 Increase Project Based Learning Instructional Framework opportunities for teachers and students by becoming involved in Career Technical Student Organization (CTSO) events.

Action Step 1

The CTE Teachers and the Instructional Coach will create curriculum expectations throughout the year to gauge student interest, monitor timelines for involvement in Career Technical Student Organization (CTSO) requirements and adjust strategies as needed.

Person or Persons Responsible

CTE Teachers and Instructional Coach

Target Dates or Schedule

Monthly to ensure effectiveness and completion of involvement in CTSSO.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

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

The Administration, Instructional Coach, and the Leadership Team will meet to review progress towards timeline requirements in order to monitor and ensure fidelity and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to monitor fidelity of implementation.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

Plan to Monitor Effectiveness of G10.B3.S1

The Leadership Team will meet to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to monitor effectiveness of process.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

G10.B4 In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in CTE program concentrators.

G10.B4.S1 Increase Project Based Learning Instructional Framework professional development opportunities for teachers in order to increase rigor, relevance, and opportunities for weekly CTE activities.

Action Step 1

The CTE Teachers and the Instructional Coach will create curriculum expectations throughout the year to gauge student interest, monitor timelines for completion of weekly CTE activities and adjust strategies as needed.

Person or Persons Responsible

CTE Teachers and Instructional Coach

Target Dates or Schedule

Monthly to ensure effectiveness and completion of activities.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

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

The Administration, Instructional Coach, and the Leadership Team will meet to review progress towards an increase in rigor, relevance, and opportunities for weekly CTE activities and timeline requirements in order to monitor and ensure fidelity and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to monitor fidelity of implementation.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

Plan to Monitor Effectiveness of G10.B4.S1

The Leadership Team will meet to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to monitor effectiveness of process.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin/subject selection cards and by collecting completion certificates with a focus on career and technical education.

G10.B5 In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the amount of teachers in need of holding industry certification.

G10.B5.S1 Increase Project Based Learning Instructional Framework professional development opportunities for teachers by informing them about CTE Conferences (e.g. FACTE Conference) held throughout the year.

Action Step 1

The CTE Teachers and the Instructional Coach will create curriculum expectations throughout the year to gauge student interest, monitor timelines for participation in CTE Conference requirements and adjust strategies as needed.

Person or Persons Responsible

CTE Teachers and Instructional Coach

Target Dates or Schedule

Monthly to ensure effectiveness and completion of professional development.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

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

The Administration, Instructional Coach, and the Leadership Team will meet to review progress towards professional development and participation in CTE Conference timeline requirements in order to monitor and ensure fidelity and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Leadership Team

Target Dates or Schedule

Meet quarterly to monitor fidelity of implementation

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin/subject selection cards and by collecting completion certificates with a focus on career and technical education.

Plan to Monitor Effectiveness of G10.B5.S1

The Leadership Team will meet to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to monitor effectiveness of process.

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin/subject selection cards and by collecting completion certificates with a focus on career and technical education.

G11. Consistent monitoring of Early Warning Systems will assist in the increase of desired outcomes and decrease the undesired outcomes which lead to overall academic growth of elementary students at the school.

G11.B1 Attendance data from the 2013 school year indicates that 3% of students missed 10% or more of available instructional time. Students are missing instructional time due to tardies, absences, and/or early pick-up.

G11.B1.S1 The Attendance Review Committee (ARC) and MTSS/RtI team will meet monthly to discuss attendance issues of individual students. ARC will meet with parents of students who have exceeded allotted absences within each quarter. At that time, the parent and student will sign an attendance contract and District attendance policies and procedures will be discussed and reviewed. Additionally, an automated Connect Ed. Message will be generated for all absences reminding parents of District attendance policies and procedures. Furthermore, quarterly recognition certificates and yearly incentive celebrations will be given to those students who show satisfactory attendance. The Attendance Review Committee (ARC) and MTSS/RtI team will meet monthly to discuss tardy issues of individual students. ARC will meet with parents of students who have exceeded allotted tardies within each quarter. At that time, the parent and student will sign an attendance contract and District attendance policies and procedures will be discussed and reviewed as well as informing parents of the importance of being present daily for opening morning routines. Additionally, quarterly recognition certificates and yearly incentive celebrations will be given to those students who show satisfactory attendance.

Action Step 1

The MTSS/RtI Team and School Counselor will schedule reviews of data (attendance and truancy reports) to monitor students and adjust strategies as needed.

Person or Persons Responsible

ARC, MTSS/RtI Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from attendance and truancy reports.

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

The Administration, Instructional Coach, Leadership Team and School Counselor will meet to schedule reviews of data (attendance and truancy reports) to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from attendance and truancy reports.

Plan to Monitor Effectiveness of G11.B1.S1

The Leadership Team will schedule reviews of data (attendance and truancy reports) to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from attendance and truancy reports.

G11.B2 Reports from the 2013 school year indicates that 1% of students were retained. Students experienced difficulties with core content in the areas of Reading and Mathematics.

G11.B2.S1 Before and afterschool tutorial programs will be offered with priority based on availability for retained students. Additional reinforcement will be offered to students via the intervention program Success Maker to assist in closing academic gaps. Furthermore, an FCAT Super Saturday program consisting of weekend intervention and benchmark study will be offered with priority for retained students or students at risk of being retained.

Action Step 1

The General Education Teacher, MTSS/Rtl Team, and School Counselor will schedule reviews of data to monitor students and adjust strategies as needed.

Person or Persons Responsible

General Education Teacher, MTSS/Rtl Team, School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post-Tests, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

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

The Administration, Instructional Coach, Leadership Team, and School Counselor will meet to schedule reviews of data to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post-Tests, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

Plan to Monitor Effectiveness of G11.B2.S1

The Leadership Team will schedule reviews of data to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress.

Evidence of Completion

Reports generated Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post-Tests, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

G11.B3 Students' performance data from the 2013 school year indicates that 21% of students were not proficient in Reading by grade 3. Students experienced difficulty when comprehending passages at grade level.

G11.B3.S1 Before and afterschool tutorial programs will be offered to students in first through fifth grade with priority based on availability for third grade students. Additional reinforcement will be offered to students via the intervention program Success Maker to assist in closing academic gaps. Furthermore, an FCAT Super Saturday program consisting of weekend intervention and benchmark study will be offered to students needing additional assistance and will include a focus for those students at risk in third grade. Students not meeting standards in third grade will be referred to the MTSS/Rti team for further review.

Action Step 1

The General Education Teacher, MTSS/Rti Team, and School Counselor will schedule reviews of data to monitor students and adjust strategies as needed.

Person or Persons Responsible

General Education Teacher, MTSS/Rti Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments.

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

The Administration, Instructional Coach, Leadership Team, and School Counselor will schedule reviews of data to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments.

Plan to Monitor Effectiveness of G11.B3.S1

The Leadership Team will schedule reviews of data to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated Success Maker, CARS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments.

G11.B4 Reports from the 2013 school year indicates that 6% of students received two or more behavior referrals/0% of students received one or more that lead to suspension. Students expressed minimal behavioral issues both in and out of the classroom as well as conflict with other students.

G11.B4.S1 The school counselor and will provide all students with a yearly bully prevention curriculum from MDCPS. The school counselor will meet with students that are having trouble resolving conflict individually and in a group setting to teach the students appropriate ways to resolve conflict with their peers and teachers. Additionally, the school counselor will implement a peer-mediation program focusing on teaching students to take responsibility for their actions and how to resolve conflict effectively. Furthermore, the Do the Right Thing Program will continue in order to motivate students in displaying positive behaviors throughout the school year. Moreover, the school counselor and MTSS/Rti team will monitor and meet with students who received two or more behavioral referrals and or whose referrals lead to suspension from school to provide students with counseling and encouraging parental involvement in this process.

Action Step 1

The General Education Teacher, MTSS/Rti Team, and School Counselor will schedule reviews of data (suspension reports and SCAM forms) to monitor students and adjust strategies as needed.

Person or Persons Responsible

General Education Teacher, MTSS/Rti Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from suspension data, and SCAM forms.

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

The Administration, Instructional Coach, Leadership Team, and School Counselor will schedule reviews of data (suspension reports and SCAM forms) to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from suspension data, and SCAM forms.

Plan to Monitor Effectiveness of G11.B4.S1

The Leadership Team will schedule reviews of data (suspension reports and SCAM forms) to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from suspension data, and SCAM forms.

G12. Consistent monitoring of Early Warning Systems will assist in the increase of desired outcomes and decrease the undesired outcomes which lead to overall academic growth of middle school students at the school.

G12.B1 Attendance data from the 2013 school year indicates that 3% of students missed 10% or more of available instructional time. Students are missing instructional time due to tardies, absences, and/or early pick-up.

G12.B1.S1 The Attendance Review Committee (ARC) and MTSS/Rtl team will meet monthly to discuss attendance issues of individual students. ARC will meet with parents of students who have exceeded allotted absences within each quarter. At that time, the parent and student will sign an attendance contract and District attendance policies and procedures will be discussed and reviewed. Additionally, an automated Connect Ed. Message will be generated for all absences reminding parents of District attendance policies and procedures. Furthermore, quarterly recognition certificates and yearly incentive celebrations will be given to those students who show satisfactory attendance. The Attendance Review Committee (ARC) and MTSS/Rtl team will meet monthly to discuss tardy issues of individual students. ARC will meet with parents of students who have exceeded allotted tardies within each quarter. At that time, the parent and student will sign an attendance contract and District attendance policies and procedures will be discussed and reviewed as well as informing parents of the importance of being present daily for opening morning routines. Additionally, quarterly recognition certificates and yearly incentive celebrations will be given to those students who show satisfactory attendance.

Action Step 1

The General Education Teacher, ARC, MTSS/Rtl Team and School Counselor will schedule reviews of data (attendance and truancy reports) to monitor students and adjust strategies as needed.

Person or Persons Responsible

General Education Teacher, ARC, MTSS/Rtl Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from attendance and truancy reports.

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

The Administration, Instructional Coach, Leadership Team and School Counselor will meet to schedule reviews of data (attendance and truancy reports) to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from attendance and truancy reports.

Plan to Monitor Effectiveness of G12.B1.S1

The Leadership Team will schedule reviews of data (attendance and truancy reports) to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from attendance and truancy reports.

G12.B2 Reports from the 2013 school year indicates that 1% of students failed English Language Arts and/or Mathematics courses. Students experienced difficulties with core content in the areas of English Language Arts and Mathematics.

G12.B2.S1 Before and afterschool tutorial programs will be offered to students in sixth through eighth grade with priority based on availability for students who failed a math course, English language course, or two or more courses. Additional reinforcement will be offered to students via the intervention program Success Maker and Journey's to assist in closing academic gaps. Furthermore, an FCAT Super Saturday program consisting of weekend intervention and benchmark study will be offered to students needing additional assistance and will include a focus for those students at risk of failing one or more courses. Students not meeting standards will be referred to the MTSS/Rtl team for further review and may be asked to take course recovery courses.

Action Step 1

The General Education Teacher, MTSS/Rtl Team, and School Counselor will schedule reviews of data to monitor students and adjust strategies as needed.

Person or Persons Responsible

General Education Teacher, MTSS/Rtl Team, School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post- Tests, FCAT Explorer, Journey's, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

Plan to Monitor Fidelity of Implementation of G12.B2.S1

The Administration, Instructional Coach, Leadership Team, and School Counselor will schedule reviews of data to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post- Tests, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

Plan to Monitor Effectiveness of G12.B2.S1

The Leadership Team will schedule reviews of data to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress.

Evidence of Completion

Reports generated from Success Maker, CARS, CAMS, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading and Math, Accelerated Reader, ALEKS, Gizmos, Math Coach Pre/Post- Tests, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, Mini-Benchmark Assessments, informal observation logs and rubrics utilized during instructions.

G12.B3 Reports from the 2013 school year indicates that 0% of students received one or more behavior referrals that lead to suspension. Students expressed minimal behavioral issues both in and out of the classroom as well as conflict with other students.

G12.B3.S1 The school counselor and will provide all students with a yearly bully prevention curriculum from MDCPS. The school counselor will meet with students that are having trouble resolving conflict individually and in a group setting to teach the students appropriate ways to resolve conflict with their peers and teachers. Additionally, the school counselor will implement a peer-mediation program focusing on teaching students to take responsibility for their actions and how to resolve conflict effectively. Furthermore, the Do the Right Thing Program will continue in order to motivate students in displaying positive behaviors throughout the school year. Moreover, the school counselor and MTSS/Rtl Team will monitor and meet with students who received two or more behavioral referrals and or whose referrals lead to suspension from school to provide students with counseling and encouraging parental involvement in this process.

Action Step 1

The General Education Teacher, MTSS/Rtl Team, and School Counselor will schedule reviews of data (suspension reports and SCAM forms) to monitor students and adjust strategies as needed.

Person or Persons Responsible

General Education Teacher, MTSS/Rtl Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from suspension data and SCAM forms.

Plan to Monitor Fidelity of Implementation of G12.B3.S1

The Administration, Instructional Coach, Leadership Team, and School Counselor will schedule reviews of data (suspension reports and SCAM forms) to monitor and ensure fidelity of implementation and adjust strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team, and School Counselor

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from suspension data and SCAM forms.

Plan to Monitor Effectiveness of G12.B3.S1

The Leadership Team will schedule reviews of data (suspension reports and SCAM forms) to monitor effectiveness and adjust strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly to monitor students' progress

Evidence of Completion

Reports generated from suspension data and SCAM forms.

G13. The results of data for the 2012-2013 school year indicate that 77% of parents participated in school-wide parent workshops. Our goal for the 2013-2014 school year is to increase parent participation in parent workshops by 1 percentage point.

G13.B1 The school understands that parental involvement is a necessary component in having a successful school environment. Parents are an integral part of our school and encouraged to actively become involved stakeholders as it establishes framework and responsibility. Although parents are kept informed throughout the school year in regards to volunteering opportunities, school activities, academics, and upcoming assessments; parents have limited understanding of student data (Baseline, Interims, FAIR, FCAT 2.0, etc.) due to language barriers and requirements imposed by testing.

G13.B1.S1 The school will offer parents, family members, and students the opportunity to participate in yearly workshops to learn how to support student achievement and data analysis.

Action Step 1

The Administration, Instructional Coach, and School Counselor will review attendance sign-in sheets, workshop evaluations and adjust workshop topics/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and School Counselor

Target Dates or Schedule

Quarterly in order to ensure parental participation and effectiveness of strategies

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys

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

The Administration, Instructional Coach, School Counselor, and the Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor fidelity of implementation and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, School Counselor, and the Leadership Team

Target Dates or Schedule

Quarterly in order to ensure parental participation and effectiveness of strategies

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys

Plan to Monitor Effectiveness of G13.B1.S1

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor effectiveness and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly in order to ensure parental participation and effectiveness of strategies

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys

G13.B2 The school understands that parental involvement is a necessary component in having a successful school environment. Parents are an integral part of our school and encouraged to actively become involved stakeholders as it establishes framework and responsibility. Although parents are kept informed throughout the school year in regards to the C.A.R.E. Curriculum, Bully Prevention, and Character Education; parents are experiencing difficulties and have concerns on definition and characteristics of a bully and lack of proactive measures and strategies to prevent conflict.

G13.B2.S1 The school will offer parents, family members, and students the opportunity to participate in yearly workshops to learn how to support a safe and positive learning environment as well as workshops focusing on bully-free environments and positive and proactive peer interpersonal relationships.

Action Step 1

The Administration, Instructional Coach, and School Counselor will review attendance sign-in sheets, workshop evaluations and adjust workshop topics/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and School Counselor

Target Dates or Schedule

Quarterly in order to ensure parental participation and effectiveness of strategies.

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

The Administration, Instructional Coach, School Counselor, and the Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor fidelity of implementation and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, School Counselor, and the Leadership Team

Target Dates or Schedule

Quarterly in order to ensure parental participation and effectiveness of strategies.

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

Plan to Monitor Effectiveness of G13.B2.S1

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor effectiveness and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly in order to ensure parental participation and effectiveness of strategies.

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The results of the 2013 FCAT 2.0 Reading indicate that 82% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point.

G1.B2 The results of the 2013 FCAT 2.0 Reading indicate that 29% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B2.S1 Instruction should include the use of informational text structure charts to familiarize students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

PD Opportunity 1

Monitor students' knowledge in the areas of text structure and the impacts of its meaning in text.

Facilitator

Patty Cohen

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify text structure and explain its impacts on texts through identification and analysis of causal relationships embedded within the text.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post- Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B3 The results of the 2013 FCAT 2.0 Reading indicate that 54% of students achieved Levels 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B3.S1 Instruction should include benchmark study and enrichment activities such as reading rigorous informational text and text features within the text to organize information for a variety of purposes in order to follow multi-step directions, interpret timelines and outlines, use informational text structure charts to familiarize students with text structures such as cause/effect, compare/contrast, chronological order, and the impact of its meaning. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

PD Opportunity 1

Monitor students' knowledge in the areas of text structure and the impacts of its meaning in multiple high end texts through explicit identifiable themes and topics and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify text structure within multiple high end texts and explain its impact through rigorous and explicit identifiable themes and topics embedded within text.

Evidence of Completion

Formative Assessments: Reports generated from FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that 82% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/ Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, problem/solution, and rising/falling action in a variety of fiction.

G1.B4.S1 Instruction should include the use of character development charts and character point of view discussions to help students understand character development and point of view as well as provide before/after school tutoring programs focusing on story elements and problems in multiple texts utilizing C.A.R.S. Additionally, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including Reading Plus, Accelerated Reader, STAR Reading, Florida Ready Reading, Ticket to Read and FCAT Explorer. Furthermore, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

PD Opportunity 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Facilitator

Michelle Kendrick

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction.

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 86% of students of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, setting, plot, and rising/falling action in a variety of fiction.

G1.B5.S1 Instruction should include the use of plot turning point graphics, story maps, character development and character point of view discussions to help students understand character/plot development, the rising/falling action as well as provide before/after school tutoring programs focusing on story elements and points of view in multiple texts utilizing C.A.R.S. Additionally, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including Reading Plus, Accelerated Reader, STAR Reading, Florida Ready Reading, Ticket to Read, and FCAT Explorer. Furthermore, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

PD Opportunity 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Facilitator

Ana Cordo

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, FAIR, District Baseline and Interim Assessments, Reading Plus, STAR Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, Florida Ready Reading Pre/Post-Tests, and Mini-Benchmark Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Reading

G2. The results of the 2013 FCAT Writing indicate that 79% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 2 percentage points.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B1.S1 Instruction should include opportunities to work on expanding developed incidences to support reasons when writing to tell and explain by including supporting details, and providing facts/opinions through comparisons, statistics, and concrete examples. Additionally, instruction should also include daily feedback on writing drafts to develop elaboration and should also focus on incorporating grammar usage, mechanics, conventions and proofreading strategies by utilizing the Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise component daily.

PD Opportunity 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are elaborating and expanding ideas in their writing samples.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Expository and District Persuasive writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B2.S1 Instruction should include opportunities to work on expanding developed incidences to support reasons when writing to explain and persuade by including supporting details, and providing facts/ opinions through comparisons, statistics, and concrete examples. Additionally, instruction should also include daily feedback on writing drafts to develop elaboration and should also focus on incorporating grammar usage, mechanics, conventions and proofreading strategies by utilizing the Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise component daily.

PD Opportunity 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are elaborating and expanding ideas in their writing samples.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Springboard, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics indicate that 32% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty identifying and analyzing attributes and properties of two-dimensional geometric shapes/objects.

G3.B1.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing IXL, ALEKS and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

PD Opportunity 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Facilitator

David Mackin

Participants

K-8th Grade Teachers

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to identify and analyze attributes and properties of two-dimensional geometric shapes and objects.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics indicate that 49% of students achieved Level 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement.

G3.B2.S1 Instruction should include enrichment opportunities for students to convert units of measurement within the same dimension using manipulatives and project-based learning activities in order to solve rigorous problems. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing IXL, ALEKS, and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

PD Opportunity 1

The General Education Teacher and the Instructional Coach will monitor students' understanding and ability in converting units of measurement and adjust instruction as needed.

Facilitator

IXL Trainer

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand conversion rules and provide opportunities during instruction to convert units of measurement within the same dimension using manipulatives in complex and challenging real-world scenarios.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher- Made Assessments, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests.
Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G3.B4 The results of the 2013 FCAT 2.0 Mathematics indicate that 69% of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes.

G3.B4.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on converting units of measurements with a focus on two dimensional shapes utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, FCAT Explorer, and IXL Math. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

PD Opportunity 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Facilitator

Ana Cordo

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to practice converting units of measurement and determine the area of two dimensional shapes.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Mini-Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Success Maker, CAMS, STAR Math Assessments, FCAT Explorer, IXL Math, ALEKS, Gizmos, and FCAT Coach Pre/Post-Tests. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics.

G6. The results of the 2013 FCAT 2.0 Science indicate that 73% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

G6.B1 The results of the 2013 FCAT 2.0 Science indicate that 24% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in hands-on laboratory investigations.

G6.B1.S1 Instruction should consist of weekly activities for students to design, develop and understand fundamentals of science processes with an emphasis on increasing scientific thinking and the development and implementations of inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design. Additionally, instruction should also focus on implementing mandatory time requirements of weekly school wide programs utilizing FCAT Coach Science and Gizmos. Furthermore, conduct monthly Science labs and experiments utilizing Gizmos, the 5 E's Model, and grade level specific science kits.

PD Opportunity 1

The General Education Teacher and the Instructional Coach will monitor students' progress in applying inquiry-based learning practices when engaging in hands-on laboratory investigations and adjust instruction as needed.

Facilitator

Millard E. Lightburn

Participants

3rd-5th Grade Teachers

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand fundamentals of science processes and scientific thinking to participate in inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G7. The results of the District 2013 FCAT 2.0 Science indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points.

G7.B1 The results of the District 2013 FCAT 2.0 Science indicate that 22% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 1 – Nature of Science. Students experienced difficulty when applying inquiry-based learning practices while engaging in hands-on laboratory investigations.

G7.B1.S1 Instruction should consist of weekly activities for students to design, develop and understand fundamentals of science processes with an emphasis on increasing scientific thinking and the development and implementations of inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design. Additionally, instruction should also focus on implementing mandatory time requirements of weekly school wide programs utilizing FCAT Coach Science and Gizmos. Furthermore, conduct monthly Science labs and experiments utilizing Gizmos, the 5 E's Model, and grade level specific science kits.

PD Opportunity 1

The General Education Teacher and the Instructional Coach will monitor students' progress in applying inquiry-based learning practices when engaging in hands-on laboratory investigations and adjust instruction as needed.

Facilitator

Millard E. Lightburn

Participants

6th-8th Grade Teachers

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are able to understand fundamentals of science processes and scientific thinking to participate in inquiry-based activities that allow for testing hypothesis, data analysis, explanation of variables, and experimental design.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Science.

G9. The result of a school study indicates that 71% of school activities incorporated STEM. Our goal for the 2013-2014 school year is to increase the number of school activities incorporating STEM by 5 percentage points.

G9.B1 In order to continue to promote STEM, a project-based emphasis with an increase in the number of activities being offered to students must be increased to engage learners' perspective and interest in the field of such studies.

G9.B1.S1 Activities should focus on and provide inquiry-based learning experiences by organizing a Science with a Twist (SWAT) Parent/Student Night in collaboration with our elementary/middle school population working in conjunction with each other to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. Activities should also focus on and provide hands-on learning experiences by organizing an Engineering and Robotics (ER) Parent/Student Night in collaboration with our neighboring high school Terra Environmental Research Institute to analyze, synthesize, and design engineering systems. Additional activities which focus on and provide both inquiry-based and hand-on learning experiences will be provided by organizing a Science Fair Expo Parent/Student Night in which students will have the opportunity to display and conduct their science fair project experiment and share results gathered from that experiment with other students, teachers, and family members to show the processes of science. Furthermore, activities that engage students to experience different scopes of science will also be provided through MAST Academy's Outreach Program Trailers: Land SHARC and Weather on Wheels, which provides school-site lessons aboard the mobile laboratory where students work cooperatively, integrating maritime/technology themes of lessons in which students will collect, analyze, and interpret data. Moreover, activities that focus on technology such as the utilization of PowerPoint software to create class presentations gives students a chance to demonstrate their creativity as well as providing opportunities of participating in math competitions including but not limited to American Math Challenge and Sumdog will increase student interest and technology awareness.

PD Opportunity 1

General Education Teachers and the Instructional Coach will incorporate science, technology, engineering and mathematics activities that promote inquiry-based and hands-on learning experiences and adjust instruction and activities as needed.

Facilitator

Millard E. Lightburn

Participants

3rd-8th Grade Teachers

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure opportunities are being provided where students are analyzing, synthesizing, and designing engineering systems.

Evidence of Completion

Formative Assessments: Reports generated from District Baseline and Interim Assessments, Bi-Weekly Benchmark Assessments, FCAT Explorer, Gizmos, and labs conducted on a weekly-monthly basis. Summative Assessments: Results from the 2014 FCAT 2.0 Mathematics and Science.

G10. Our goal for the 2013-2014 school year is to increase the amount of CTE courses being offered at the school and courses being selected by students as evidenced on the end of year subject selection cards and the school course bulletin.

G10.B1 In order to increase the amount of CTE courses being offered, the instructional framework must support such changes to offer students a variety of courses with a focus on career and technical education. There is a deficiency due to the lack of students enrolled in CTE courses.

G10.B1.S1 Increase Project Based Learning Instructional Framework professional development opportunities for teachers by providing CTE trainings at the school site.

PD Opportunity 1

The CTE Teachers and the Instructional Coach will create curriculum expectations throughout the year to gauge student interest, monitor timelines for completion of professional development requirements and adjust strategies as needed.

Facilitator

W. Wolf

Participants

CTE Teachers

Target Dates or Schedule

Monthly to ensure effectiveness and completion of professional development

Evidence of Completion

Progress will be measured through offerings in the curriculum bulletin /subject selection cards and by collecting completion certificates with a focus on career and technical education.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading indicate that 82% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point.	\$9,100
G2.	The results of the 2013 FCAT Writing indicate that 79% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 2 percentage points.	\$6,000
G3.	The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency.	\$6,900
Total		\$22,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Materials	Evidence-Based Program	Total
School Based Funding	\$14,100	\$0	\$5,200	\$19,300
EESAC Funding	\$0	\$750	\$750	\$1,500
EESAC Funds	\$0	\$1,200	\$0	\$1,200
Total	\$14,100	\$1,950	\$5,950	\$22,000

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading indicate that 82% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point.

G1.B2 The results of the 2013 FCAT 2.0 Reading indicate that 29% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B2.S1 Instruction should include the use of informational text structure charts to familiarize students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor students' knowledge in the areas of text structure and the impacts of its meaning in text.

Resource Type

Technology

Resource

Reading Plus: A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure

Funding Source

School Based Funding

Amount Needed

\$1,500

G1.B3 The results of the 2013 FCAT 2.0 Reading indicate that 54% of students achieved Levels 4 and 5 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application [LA.3-5.1.7.5][LA.6-8.1.7.5] Text Structure and Impact of Meaning in Text. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B3.S1 Instruction should include benchmark study and enrichment activities such as reading rigorous informational text and text features within the text to organize information for a variety of purposes in order to follow multi-step directions, interpret timelines and outlines, use informational text structure charts to familiarize students with text structures such as cause/effect, compare/contrast, chronological order, and the impact of its meaning. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor students' knowledge in the areas of text structure and the impacts of its meaning in multiple high end texts through explicit identifiable themes and topics and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Springboard: An AP college and career writing and grammar usage program that prepares students for college and career readiness through self-exploration and application of learning strategies.

Funding Source

School Based Funding

Amount Needed

\$3,400

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that 82% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/ Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, problem/solution, and rising/falling action in a variety of fiction.

G1.B4.S1 Instruction should include the use of character development charts and character point of view discussions to help students understand character development and point of view as well as provide before/after school tutoring programs focusing on story elements and problems in multiple texts utilizing C.A.R.S. Additionally, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including Reading Plus, Accelerated Reader, STAR Reading, Florida Ready Reading, Ticket to Read and FCAT Explorer. Furthermore, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Resource Type

Technology

Resource

IXL: IXL is a program that helps students enjoy learning. IXL offers hours of intrigue for students—without distracting them from grasping key concepts. IXL accomplishes this is through hundreds of virtual awards that reflect kids' favorite animals, foods

Funding Source

School Based Funding

Amount Needed

\$1,800

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 86% of students of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2][LA.6-8.2.1.2] Elements of Story Structure. Students experienced difficulty in identifying elements of story structure such as character development, setting, plot, and rising/falling action in a variety of fiction.

G1.B5.S1 Instruction should include the use of plot turning point graphics, story maps, character development and character point of view discussions to help students understand character/plot development, the rising/falling action as well as provide before/after school tutoring programs focusing on story elements and points of view in multiple texts utilizing C.A.R.S. Additionally, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including Reading Plus, Accelerated Reader, STAR Reading, Florida Ready Reading, Ticket to Read, and FCAT Explorer. Furthermore, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

CARS: Assessment of Reading Strategies (CARS) is a reading program that gives students practice with 12 reading strategies. In CARS, students will complete ten reading lessons and self-assessments. Each lesson has a reading passage and questions about the

Funding Source

EESAC Funds

Amount Needed

\$1,200

G1.B8 The results of the 2013 CELLA indicate that 28% of students scored proficient in the Writing portion of the assessment. Students' performance data indicates that there is a deficiency in writing structure. Students experienced difficulty due to the inability of formulating structure and organization in their writing.

G1.B8.S1 Instruction should include opportunities to work with graphic organizers which guide in organizing student thoughts and ideas at different language proficiency levels using Springboard and the Zaner-Bloser Writing Series. Additionally, instruction should also include use of writing samples to guide and determine the specific organizational needs of the students. Furthermore, instruction should also focus on placing a daily emphasis on a variety of ELL strategies and include monthly writing activities that measure and track student progress on the structure of writing.

Action Step 1

Monitor students' writing structure and organization using Zaner-Bloser Writing Series and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Zaner Bloser: Prepares students for effective writing in all genres emphasized in the Standards-Narrative, Informational/Explanatory, and Opinion or Argument as well as features clear, concise lessons, generating visible results for students at all skill levels and teachers with a range of writing instruction experience and allows for grammar instruction and practice.

Funding Source

School Based Funding

Amount Needed

\$1,200

G2. The results of the 2013 FCAT Writing indicate that 79% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 2 percentage points.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B1.S1 Instruction should include opportunities to work on expanding developed incidences to support reasons when writing to tell and explain by including supporting details, and providing facts/opinions through comparisons, statistics, and concrete examples. Additionally, instruction should also include daily feedback on writing drafts to develop elaboration and should also focus on incorporating grammar usage, mechanics, conventions and proofreading strategies by utilizing the Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise component daily.

Action Step 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Resource Type

Technology

Resource

Success Maker: A technology-based program that provides individual and trackable intervention to struggling readers in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Funding Source

School Based Funding

Amount Needed

\$5,400

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that there is a deficiency with elaboration in Expository and District Persuasive writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B2.S1 Instruction should include opportunities to work on expanding developed incidences to support reasons when writing to explain and persuade by including supporting details, and providing facts/ opinions through comparisons, statistics, and concrete examples. Additionally, instruction should also include daily feedback on writing drafts to develop elaboration and should also focus on incorporating grammar usage, mechanics, conventions and proofreading strategies by utilizing the Zaner-Bloser Writing Strategies series, Springboard, and Wordly Wise component daily.

Action Step 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Zaner-Blosser: Prepares students for effective writing in all genres emphasized in the Standards—Narrative, Informative/Explanatory, and Opinion or Argument as well as features clear, concise lessons, generating visible results for students at all skill I

Funding Source

School Based Funding

Amount Needed

\$600

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics indicate that 32% of students achieved Level 3 proficiency. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty identifying and analyzing attributes and properties of two-dimensional geometric shapes/objects.

G3.B1.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also focus on and include the use of weekly school wide programs utilizing IXL, ALEKS and Gizmos. Furthermore, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

CAMS: Comprehensive Assessment of Mathematic Strategies (CAMS) is a mathematics program that gives students practice with mathematic strategies. In CAMS, students will complete math lessons and self-assessments. Each lesson has math concepts by standard.

Funding Source

EESAC Funding

Amount Needed

\$750

G3.B3 The results of the 2013 FCAT 2.0 Mathematics indicate that 81% of students made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 4 – Fractions/Base Ten across all grade levels. Students experienced difficulty in identifying and relating prime and composite numbers as well as factors and multiples within the context of fractions.

G3.B3.S1 Instruction should include time to practice and apply properties of fractions, fraction equivalence and comparison in real-life situations. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on factors and multiples within the context of fractions utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, FCAT Explorer, and IXL Math. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of identifying and relating prime and composite numbers, fractions and multiples within the context of fractions, and adjust instruction as needed.

Resource Type

Technology

Resource

Success Maker: A technology-based program that provides individual and traceable intervention to struggling students in mathematics-based skills at the students' independent level.

Funding Source

School Based Funding

Amount Needed

\$5,400

G3.B4 The results of the 2013 FCAT 2.0 Mathematics indicate that 69% of students in the lowest 25% made learning gains. Students' performance data indicates that there is a deficiency in Reporting Category 3 – Geometry and Measurement across all grade levels. Students experienced difficulty in converting units of measurement and also in determining the area of two dimensional shapes.

G3.B4.S1 Instruction should include the opportunity of providing contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives. Additionally, instruction should also include the opportunity of providing students with before/after school tutoring programs focusing on converting units of measurements with a focus on two dimensional shapes utilizing C.A.M.S. Furthermore, instruction should also focus on and include the implementation of mandatory time requirements of weekly school wide programs including STAR Math, Gizmos, FCAT Coach, FCAT Explorer, and IXL Math. Moreover, implement daily the school wide intervention program Success Maker with fidelity by a certified interventionist with the support of the Instructional Coach.

Action Step 1

The General Education Teacher and the Instructional Coach will monitor students' understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

CAMS: Comprehensive Assessment of Mathematics Strategies (CAMS) is a mathematics program that gives students practice with mathematics strategies. In CAMS, students will complete math lessons and self-assessments. Each lesson has math concepts by standard. CAMS will help students become better problem solvers.

Funding Source

EESAC Funding

Amount Needed

\$750